DOCUMENT RESUME

ED 388 858 CE 070 275

AUTHOR	Nunes, Evelyn H., Ed.
TITLE	Learning Resources Evaluations Manual.
INSTITUTION	Virginia Commonwealth Univ., Richmond. Virginia Adult Education and Literacy Resource Center.
SPONS AGENCY	Virginia State Dept. of Education, Richmond. Div. of Adult Education Services.
PUB DATE	94
NOTE	307p.; For the 1992 manual, see ED 353 858.
PUB TYPE	Guides - Non-Classroom Use (055) -- Reference Materials - Directories/Catalogs (132)
EDRS PRICE	MF01/PC13 Plus Postage.
DESCRIPTORS	*Adult Basic Education; Adult Literacy; Career Development; *Career Education; Coping; Critical Thinking; English (Second Language); English Instruction; High School Equivalency Programs; *Instructional Material Evaluation; *Instructional Materials; *Literacy Education; Mathematics; Reading Skills; Sciences; Social Studies
IDENTIFIERS	General Educational Development Tests

ABSTRACT

This Learning Resources Evaluation Manual (LREM) contains evaluations of 140 instructional products listed in the 1994 supplement to Virginia's Adult Education Curricula Resource Catalog. A table of contents lists topics/subjects and page numbers. Some titles that are useful under more than one category are cross-listed for easy reference. These topics are included: career development/education; coping/survival skills; critical thinking; English (grammar and usage, writing, spelling); English as a Second Language (ESL); General Educational Development (GED) (interpreting literature and the arts, mathematics, science, social studies, writing skills); mathematics; pre-GED; reading; science/health and nutrition; and social studies (government, history, citizenship). The evaluation for each title is in a two-page format. The first page includes general information (name, copyright date, price, address, value); format of materials; comments; and readability level. The second page is a completed copy of the Checklist for Evaluating Instructional Materials. Sections include goals and objectives; validity; content of materials; objectivity; components and organization; teacher materials; and summary and recommendations. A directory of publishers is appended. (YLB)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED 388 858

LEARNING RESOURCES EVALUATIONS MANUAL

EDITED BY

EVELYN H. NUNES

VIRGINIA COMMONWEALTH UNIVERSITY
VIRGINIA ADULT EDUCATION & LITERACY RESOURCE CENTER
RICHMOND, VIRGINIA

1994

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☑ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

● Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

CE 070 275

BEST COPY AVAILABLE

TABLE OF CONTENTS

TOPIC	PAGE
Acknowledgments	ii
Introduction	iv
Introducing the Resource Center Associates	vii
Career Development/Education	1
Coping/Survival Skills	43
Critical Thinking	57
English (Grammar and Usage, Writing, Spelling)	65
English as a Second Language (ESL)	97
General Educational Development (GED)	
Interpreting Literature and the Arts	155
Mathematics	159
Science	161
Social Studies	163
Writing Skills	165
Mathematics	171
Pre-General Educational Development (Pre-GED)	205
Reading	209
Science/Health and Nutrition	261
Social Studies (Government, History, Citizenship)	271
Directory of Publishers	281

ACKNOWLEDGMENTS

The ***1994 LEARNING RESOURCES EVALUATIONS MANUAL (LREM)***, produced by the **Virginia Adult Education and Literacy Resource Center**, was made possible through a 353 Special Project grant supported by the United States Department of Education and the Virginia Department of Education.

The ***Virginia Adult Education and Literacy Resource Center*** *would like to acknowledge the contributions of the following teachers who served as* ***Resource Center Associates (RCA)*** *during the* ***1993-1994 fiscal year:*** ***Thomas Bello***, Mclean; ***Charline Barnes***, Lorton; ***Janet Donithan***, Galax; ***Laura Doyle***, Charlottesville; ***Maravia Ebong***, Richmond; ***Susan Erno***, Charlottesville; ***Ellen Graham***, Chesapeake; ***Susan Joyner***, Ashland; ***Harriet Long***, Virginia Beach; ***Jane MacDonald***, Woodbridge; ***Linda Mitchem***, Wytheville; ***Sandra Parker***, Richmond; ***Judith Rikken***, Charlottesville; ***Irene Roberts***, Richmond; ***Lynne Schulz***, Gloucester Point; ***Judith Spiegel***, Fairfax Station; ***Rebecca Spurlock***, Sterling; ***Martha Thaler***, Richmond; ***Cynthia Thompsen***, Burgess; ***Naima Wares-Akers***, Richmond; ***Helen Whelan***, Great Falls; ***Joan Willard Bolduc***, Elk Creek; ***Lynn Winfree***, Roanoke; and ***David Wright***, Mechanicsville. Their work and ongoing participation in the **RCA** project are greatly appreciated.

The Center would also like to recognize the contributions of education students in Dr. Stanley Baker's EDU 552 (Teaching English as a Second Language), Dr. Nancy Boraks' REA 602 (Teaching Reading to Adults), and Dr. Judy Richardson's EDU 391 (Open Minds Through Literacy) at Virginia Commonwealth University. As part of their

course requirements, the students provided extended critiques of learning/teaching tools borrowed from the resource center.

The unfailing support of the principal investigator, Dr. Carroll Londoner, is also acknowledged. Finally, the **1994 LEARNING RESOURCES EVALUATIONS MANUAL** endeavor would not have been completed without the help of Vickie Green (RCA liaison); Elise Leone (typing); Reginald Tinsley (printing); Leslie Louick (readability studies); and the rest of the staff. I would like to thank them all for their assistance and teamwork.

Evelyn H. Nunes

INTRODUCTION

The **Virginia Adult Education and Literacy Resource Center** would like to share with you the **1994** edition of the **LEARNING RESOURCES EVALUATIONS MANUAL (LREM)**. The manual contains evaluations of instructional products listed in the **1994** supplement to the **ADULT EDUCATION CURRICULA RESOURCE CATALOG**. The **LREM** was developed on the premise that materials evaluation is essential to the successful delivery of instruction and accomplishment of program goals. Through the **LREM**, it is hoped that busy teachers and other literacy providers will have a handy reference that they could use to make informed decisions/choices concerning materials for adult learners. Its aim is to help adult education practitioners meet the needs of **ABE**, **ESL**, and **GED** students.

The **1994 LEARNING RESOURCES EVALUATIONS MANUAL** is the result of a project called the **RESOURCE CENTER ASSOCIATES (RCA)** program which was established three years ago. The **LREM** is the culmination of a year-long materials evaluation process. In cooperation with the **Virginia Adult Education and Literacy Resource Center,** twenty-three of the Commonwealth's experienced teachers representing various levels and content areas in literacy and adult education field-tested books, workbooks, videocassette tapes, and software. They sampled the lessons, tried suggested activities and exercises, noted what their students thought of the instructional materials and assessed their effectiveness as learning tools. The **RCAs'** evaluations form the corpus of the **LREM**.

Additionally, as they gained in experience in evaluating materials and in selecting appropriate learning tools to match learning and teaching styles, the **RCAs** contributed to ongoing professional development activities in Virginia. Through presentations and workshops at conferences, they shared with fellow practitioners knowledge and skills learned from the **RCA** program.

The evaluative checklist used in the **LREM** was chosen from a grant-funded project developed by Western Iowa Tech Community College, some years ago entitled **DEMONSTRATION: ABE STUDENTS IN LEVEL I PROGRESS BETTER WITH SPECIAL METHODS AND MATERIALS.** The checklist is versatile, manageable, and quite comprehensive. Information regarding the reading difficulty level of a material is also included. For consistency's sake, the Fry readability formula was employed throughout. Based on their reading difficulty, the texts are identified as **preliteracy, Level I (beginning), Level II (intermediate),** and **Level III (advanced),** followed by corresponding grade levels, where applicable.

A **TABLE OF CONTENTS** is provided, listing topics/subjects and page numbers. Some titles that are useful under more than one category are cross-listed for easy reference. Educational materials that are included in the **LREM** are available on loan at the resource center.

A copy of the **1994 LEARNING RESOURCES EVALUATIONS MANUAL** may be obtained from the **Virginia Adult Education and Literacy Resource Center,** as well as the Educational Resources Information Center **(ERIC).** A diskette version (Wordperfect 5.1) of the above reference may also be requested from the state resource center.

As always, the resource center welcomes and encourages requests for materials, as well as suggestions regarding new products, which adult education and literacy providers would like the center to purchase and evaluate. Please write or give us a call and share your ideas with us:

Virginia Adult Education and Literacy Resource Center
Virginia Commonwealth University
1015 West Main Street
Oliver Hall, Room 4080
Richmond, VA 23284-2020
(804) 828-6521 or (800) 237-0178

Evelyn Nunes
Evelyn H. Nunes
Resource Center Director

Carroll A. Londoner
Carroll Londoner
Principal Investigator

The **LEARNING RESOURCES EVALUATIONS MANUAL (LREM)** is a publication of the **Virginia Adult Education and Literacy Resource Center,** a 353 Special Project support by the United States Department of Education and the Virginia Department of Education, with funds provided under Section 353 of the Adult Education Act, P.L. 91-230 as amended. The opinions expressed herein do not necessarily reflect the position or policy of the United States Department of Education or the Virginia Department of Education, and no official endorsement by said offices should be inferred.

INTRODUCING THE RESOURCE CENTER ASSOCIATES

ABE/GED EVALUATORS

Charline Barnes

Joan W. Bolduc

Janet Donithan

Maravia Ebong

Susan Erno

Ellen Graham

Sandra Parker

Judy Rikken

Rebecca Spurlock

Cynthia Thompsen

Naima Wares-Akers

Helen "Dolly" Whelan

Lynn Winfree

David Wright

No
Picture
Available

Laura Doyle

INTRODUCING THE RESOURCE CENTER ASSOCIATES

ESL EVALUATORS

Tom Bello

Susan Joyner

Harriet Long

Jane MacDonald

Irene Roberts

Lynne Schulz

Judith Spiegel

Martha Thaler

CAREER DEVELOPMENT/EDUCATION

MATERIAL EVALUATION

I. GENERAL INFORMATION

a) Name: ***BASIC MATH FOR JOB AND PERSONAL USE***

b) Copyright Date: ***1992***

c) Price: ***$9.50***

d) Address:
South-Western Publishing Company
5101 Madison Road
Cincinnati, Ohio 45227-1427
Telephone: (800) 543-7972

e) Value: ***This workbook is a great resource for learners in need of a basic math review.***

II. FORMAT OF MATERIALS: ***Workbook***

III. COMMENTS

BASIC MATH FOR JOB AND PERSONAL USE provides students with practical math applications by employing modern, up-to-date lifeskill illustrations. The layout of the workbook clearly shows that time and care was invested in making this workbook visually appealing , but this text is not a catch-all for math students.

If this workbook were purchased for Level I students, it is a certainty that within a few months additional books would be required to address specific mathematical skills; i.e., fractions, percentages, and geometry.

This workbook serves a limited purpose in meeting the basic math needs of the Level II student. It is not multidimensional; therefore, this text is not endorsed as a suitable investment.

Readability level __ II, Grade 7 (Fry)

CHECKLIST FOR EVALUATING INSTRUCTIONAL MATERIALS

(Strong - S Adequate - *A* Weak - *W* Non-applicable - *N/A*)

	S	A	W	N/A
GOALS AND OBJECTIVES				
1. Purpose and rationale fully explained	X			
2. Goals and objectives clearly identified	X			
3. Content directed to stated goals and objectives	X			
4. Procedures include ways to determine students' readiness			X	
5. Assessment of student achievement included		X		
VALIDITY				
6. Authors appear to be qualified	X			
7. Materials have been field-tested	X			
8. Evaluation of materials used	X			
CONTENT OF MATERIALS				
9. Concepts well developed and sequentially developed	X			
10. No confusing and/or conflicting concepts	X			
11. Skills sequenced, introduced and reviewed	X			
12. Major points clearly identified	X			
13. Audio-visual elements integrated	X			
14. Reading level is appropriate for student in this program	X			
15. Materials can be worked with independently or with minimum help	X			
16. Content will stimulate and challenge students		X		
OBJECTIVITY				
17. Information is factual	X			
18. No racial, sexual, or religious biases	X			
19. Portrayal of racial, religious, and ethnic groups, builds understanding, appreciation, and acceptance	X			
COMPONENTS AND ORGANIZATION				
20. Materials not too large, bulky or complex	X			
21. Materials are relatively easy to use	X			
22. Special inservice training is required				X
23. Materials are well designed and packaged	X			
24. Materials are reasonably priced	X			
TEACHER MATERIALS				
25. Adequate teacher guides or manuals provided				X
26. Provision for teacher-student interaction		X		
27. Suggestions and instructions for meeting needs of students of varying levels are included			X	
28. Includes suggestions for related learning activities			X	
SUMMARY AND RECOMMENDATIONS				
29. Materials would make a significant addition to the classroom			X	
30. Materials do what they are intended to do		X		
31. I recommend the purchase of these materials			X	

MATERIAL EVALUATION

I. GENERAL INFORMATION

a) Name:	GETTING READY TO BE A NURSING ASSISTANT
b) Copyright Date:	1990
c) Price:	$10.95
d) Address:	Delmar Occupational Learning System 2 Computer Drive West, Box 15-015 Albany, NY 12212 Telephone: (515) 459-1150
e) Value:	The workbook provides short, succinct units of material for those studying for the Certified Nursing Assistant (CNA) exam.

II. FORMAT OF MATERIALS: Workbook

III. COMMENTS

When compared to the text used in a five-week CNA course, the students who participated in the field test related that this series breaks the information down into more manageable segments. The workbook provides short reading passages with boldface terms defined within the text. Each reading passage is followed by questions which provide immediate feedback on comprehension. There are practice sections for review of skills, and open ended questions requiring written responses. Where appropriate, students use problem solving skills. The illustrations are clear and easy to follow.

The workbook does however have disadvantages. One is the need for additional materials to provide greater depth of coverage. Another is the need to use an additional answer key to check the work, since no answers are included in the workbook.

Readability level __ II, Grade 8 (Fry)

CHECKLIST FOR EVALUATING INSTRUCTIONAL MATERIALS

(Strong - S Adequate - A Weak - W Non-applicable - N/A)

	S	A	W	N/A
GOALS AND OBJECTIVES				
1. Purpose and rationale fully explained			X	
2. Goals and objectives clearly identified			X	
3. Content directed to stated goals and objectives			X	
4. Procedures include ways to determine students' readiness			X	
5. Assessment of student achievement included	X			
VALIDITY				
6. Authors appear to be qualified				X
7. Materials have been field-tested				X
8. Evaluation of materials used				X
CONTENT OF MATERIALS				
9. Concepts well developed and sequentially developed	X			
10. No confusing and/or conflicting concepts	X			
11. Skills sequenced, introduced and reviewed	X			
12. Major points clearly identified	X			
13. Audio-visual elements integrated	X			
14. Reading level is appropriate for student in this program	X			
15. Materials can be worked with independently or with minimum help		X		
16. Content will stimulate and challenge students	X			
OBJECTIVITY				
17. Information is factual	X			
18. No racial, sexual, or religious biases	X			
19. Portrayal of racial, religious, and ethnic groups, builds understanding, appreciation, and acceptance	X			
COMPONENTS AND ORGANIZATION				
20. Materials not too large, bulky or complex	X			
21. Materials are relatively easy to use	X			
22. Special inservice training is required				X
23. Materials are well designed and packaged	X			
24. Materials are reasonably priced	X			
TEACHER MATERIALS				
25. Adequate teacher guides or manuals provided				X
26. Provision for teacher-student interaction		X		
27. Suggestions and instructions for meeting needs of students of varying levels are included				X
28. Includes suggestions for related learning activities				X
SUMMARY AND RECOMMENDATIONS				
29. Materials would make a significant addition to the classroom		X		
30. Materials do what they are intended to do		X		
31. I recommend the purchase of these materials		X		

MATERIAL EVALUATION

I. GENERAL INFORMATION

a) Name: HEALTH OCCUPATIONS
KNOWLEDGE BASE/READING/MATHEMATICS

b) Copyright Date: 1992

c) Price: KNOWLEDGE BASE, $6.32
READING & MATHEMATICS, $7.40 each

d) Address: Glencoe Division, of Macmillan/McGraw-Hill
3100 Breckenridge Road, Bldg. 700, Suite 705
Duluth, GA 30136
Telephone: (404) 717-7422

e) Value: This material is a general introduction to the health occupations. It would also be good for students who need skill refreshers or encouragement in being an independent learner.

II. FORMAT OF MATERIALS:

Book
Workbook

III. COMMENTS

HEALTH OCCUPATIONS is a three-volume set designed to provide an introduction to the health career field. The focus is on the health care support staff (i.e., office/clerical workers) as opposed to the nursing field. The authors incorporate practice exercises which reinforce the learning strategies. The material provides self-check experiences for the learner and encourages the learner to seek assistance from the instructor when needed. Both the reading and mathematics workbooks provide practice in basic skills, as well as those required for the content of the knowledge base text.

The reading workbook implements the PQ3R (preview, question, read, recode, review) method while the math workbook provides a general review from basic operations to geometry. It correlates with the knowledge base text by providing practice in billing, insurance claims, inventory and patient statistics.

Adult learners who used this material were most interested in the math workbook and expressed that the word problem explanations were particularly good. The correlation among the three books was also helpful. A major criticism was that the knowledge b ase text is limited in both the variety of job opportunities listed and in the depth with which those listed are covered.

Readability level __ III, Grade 9 (Fry) Knowledge Base
III, Grade 10 (Fry) Reading
II, Grade 7 (Fry) Mathematics

CHECKLIST FOR EVALUATING INSTRUCTIONAL MATERIALS

(Strong - S Adequate - A Weak - W Non-applicable - N/A)

	S	A	W	N/A
GOALS AND OBJECTIVES				
1. Purpose and rationale fully explained	x			
2. Goals and objectives clearly identified	x			
3. Content directed to stated goals and objectives	x			
4. Procedures include ways to determine students' readiness			x	
5. Assessment of student achievement included		x		
VALIDITY				
6. Authors appear to be qualified	x			
7. Materials have been field-tested	x			
8. Evaluation of materials used	x			
CONTENT OF MATERIALS				
9. Concepts well developed and sequentially developed	x			
10. No confusing and/or conflicting concepts	x			
11. Skills sequenced, introduced and reviewed	x			
12. Major points clearly identified	x			
13. Audio-visual elements integrated	x			
14. Reading level is appropriate for student in this program	x			
15. Materials can be worked with independently or with minimum help	x			
16. Content will stimulate and challenge students		x		
OBJECTIVITY				
17. Information is factual	x			
18. No racial, sexual, or religious biases	x			
19. Portrayal of racial, religious, and ethnic groups, builds understanding, appreciation, and acceptance	x			
COMPONENTS AND ORGANIZATION				
20. Materials not too large, bulky or complex	x			
21. Materials are relatively easy to use	x			
22. Special inservice training is required				x
23. Materials are well designed and packaged	x			
24. Materials are reasonably priced	x			
TEACHER MATERIALS				
25. Adequate teacher guides or manuals provided				x
26. Provision for teacher-student interaction		x		
27. Suggestions and instructions for meeting needs of students of varying levels are included			x	
28. Includes suggestions for related learning activities			x	
SUMMARY AND RECOMMENDATIONS				
29. Materials would make a significant addition to the classroom		x		
30. Materials do what they are intended to do		x		
31. I recommend the purchase of these materials		x		

MATERIAL EVALUATION

I. GENERAL INFORMATION

a) Name: ***JOB SURVIVAL SKILLS***

b) Copyright Date: ***1990***

c) Price: ***$6.55***

d) Address: ***Educational Design, Inc.***
47 West 13th Street
New York, NY 10011
Telephone: (800) 221-9372
(212) 255-7900

e) Value: ***This workbook provides practical job readiness materials.***

II. FORMAT OF MATERIALS: ***Workbook***

III. COMMENTS

This workbook is designed to help the user keep a job. It emphasizes personal appearance, positive attitudes, effective communication, courtesy, cooperation, initiative, dealing with others and handling stress. The use of checklists points out ideas which the student may have overlooked. Written responses to specific examples of incidents and problems reinforce writing/reading skills and involve the student in problem-solving activities.

Students working with this material said that it was on target in regard to problems and examples provided in the text; however, there were times when the text overworked the obvious. The material lends itself to collaboration and discussion.

Readability level __ II, Grade 7 (Fry)

CHECKLIST FOR EVALUATING INSTRUCTIONAL MATERIALS

(Strong - S Adequate - A Weak - W Non-applicable - N/A)

	S	A	W	N/A
GOALS AND OBJECTIVES				
1. Purpose and rationale fully explained	x			
2. Goals and objectives clearly identified	x			
3. Content directed to stated goals and objectives	x			
4. Procedures include ways to determine students' readiness				x
VALIDITY				
6. Authors appear to be qualified				x
7. Materials have been field-tested				x
8. Evaluation of materials used				x
CONTENT OF MATERIALS				
9. Concepts well developed and sequentially developed		x		
10. No confusing and/or conflicting concepts		x		
11. Skills sequenced, introduced and reviewed		x		
12. Major points clearly identified	x			
13. Audio-visual elements integrated		x		
14. Reading level is appropriate for student in this program	x			
15. Materials can be worked with independently or with minimum help		x		
16. Content will stimulate and challenge students	x			
OBJECTIVITY				
17. Information is factual	x			
18. No racial, sexual, or religious biases		x		
19. Portrayal of racial, religious, and ethnic groups, builds understanding, appreciation, and acceptance		x		
COMPONENTS AND ORGANIZATION				
20. Materials not too large, bulky or complex	x			
21. Materials are relatively easy to use	x			
22. Special inservice training is required				x
23. Materials are well designed and packaged		x		
24. Materials are reasonably priced	x			
TEACHER MATERIALS				
25. Adequate teacher guides or manuals provided				x
26. Provision for teacher-student interaction		x		
27. Suggestions and instructions for meeting needs of students of varying levels are included			x	
28. Includes suggestions for related learning activities			x	
SUMMARY AND RECOMMENDATIONS				
29. Materials would make a significant addition to the classroom			x	
30. Materials do what they are intended to do	x			
31. I recommend the purchase of these materials			x	

MATERIAL EVALUATION

I. GENERAL INFORMATION

a) Name: LIFE SKILLS: ME AND JOBS

b) Copyright Date: 1992

c) Price: $6.95

d) Address:
Educational Design, Inc.
47 West 13 Street
New York, NY 10011
Telephone: (800) 221-9372
(212) 255-7900

e) Value: This workbook could be used in a jobs exploration program for high school students or young adults.

II. FORMAT OF MATERIALS: Workbook

III. COMMENTS

LIFE SKILLS: ME AND JOBS is divided into four sections, each exploring a different area. The areas covered are self-exploration, job exploration, relating jobs to the individual's abilities and application/interview skills.

The text implements checklists and games to foster cooperation and collaborative learning. While students must work in pairs, small groups of three to five individuals would be more advantageous.

This workbook has a youthful focus, which may not be appreciated by mature adults.

Readability level __ II, Grade 7 (Fry)

CHECKLIST FOR EVALUATING INSTRUCTIONAL MATERIALS

(Strong - S Adequate - A Weak - W Non-applicable - N/A)

	S	A	W	N/A
GOALS AND OBJECTIVES				
1. Purpose and rationale fully explained		X		
2. Goals and objectives clearly identified		X		
3. Content directed to stated goals and objectives		X		
4. Procedures include ways to determine students' readiness			X	
5. Assessment of student achievement included		X		
VALIDITY				
6. Authors appear to be qualified			X	
7. Materials have been field-tested			X	
8. Evaluation of materials used			X	
CONTENT OF MATERIALS				
9. Concepts well developed and sequentially developed		X		
10. No confusing and/or conflicting concepts		X		
11. Skills sequenced, introduced and reviewed		X		
12. Major points clearly identified		X		
13. Audio-visual elements integrated		X		
14. Reading level is appropriate for student in this program		X		
15. Materials can be worked with independently or with minimum help		X		
16. Content will stimulate and challenge students		X		
OBJECTIVITY				
17. Information is factual		X		
18. No racial, sexual, or religious biases		X		
19. Portrayal of racial, religious, and ethnic groups, builds understanding, appreciation, and acceptance		X		
COMPONENTS AND ORGANIZATION				
20. Materials not too large, bulky or complex		X		
21. Materials are relatively easy to use		X		
22. Special inservice training is required				X
23. Materials are well designed and packaged		X		
24. Materials are reasonably priced	X			
TEACHER MATERIALS				
25. Adequate teacher guides or manuals provided				X
26. Provision for teacher-student interaction		X		
27. Suggestions and instructions for meeting needs of students of varying levels are included			X	
28. Includes suggestions for related learning activities			X	
SUMMARY AND RECOMMENDATIONS				
29. Materials would make a significant addition to the classroom		X		
30. Materials do what they are intended to do		X		
31. I recommend the purchase of these materials			X	

MATERIAL EVALUATION

I. GENERAL INFORMATION

a) Name:	***MASTERING READING, SKILLS FOR SUCCESS: MANUFACTURING (Book 1)***
b) Copyright Date:	***1991***
c) Price:	***$10.95***
d) Address:	**Delmar Publishers Inc.** **2 Computer Drive West, Box 15-015** **Albany, NY 12212** **Telephone: (518) 459-1150**
e) Value:	***The book is of value to beginners interested in developing life skills for use at home. It introduces users to the use of manufacturing materials and tools.***

II. FORMAT OF MATERIALS: ***Workbook***

III. COMMENTS

SKILLS FOR SUCCESS: MANUFACTURING (Book 1), of the Mastering Reading series offers users a wide range of opportunities in which to utilize and develop their basic life skills. Concentrating on tools, materials, and activities in the home, the book provides practical exercises built upon relevant topics. Topics include first aid, safety, nutrition, and computers. The topics are covered in a manner that holds students' interest and motivates them to move forward.

Readability level __ I, Grade 3 (Fry)

CHECKLIST FOR EVALUATING INSTRUCTIONAL MATERIALS

(*Strong* - *S* Adequate - *A* Weak - *W* Non-applicable - *N/A*)

	S	A	W	N/A
GOALS AND OBJECTIVES				
1. Purpose and rationale fully explained	X			
2. Goals and objectives clearly identified	X			
3. Content directed to stated goals and objectives	X			
4. Procedures include ways to determine students' readiness				X
5. Assessment of student achievement included			X	
VALIDITY				
6. Authors appear to be qualified	X			
7. Materials have been field-tested	X			
8. Evaluation of materials used	X			
CONTENT OF MATERIALS				
9. Concepts well developed and sequentially developed	X			
10. No confusing and/or conflicting concepts		X		
11. Skills sequenced, introduced and reviewed		X		
12. Major points clearly identified	X			
13. Audio-visual elements integrated				X
14. Reading level is appropriate for student in this program		X		
15. Materials can be worked with independently or with minimum help		X		
16. Content will stimulate and challenge students	X			
OBJECTIVITY				
17. Information is factual	X			
18. No racial, sexual, or religious biases		X		
19. Portrayal of racial, religious, and ethnic groups, builds understanding, appreciation, and acceptance				X
COMPONENTS AND ORGANIZATION				
20. Materials not too large, bulky or complex	X			
21. Materials are relatively easy to use	X			
22. Special inservice training is required				X
23. Materials are well designed and packaged	X			
24. Materials are reasonably priced				X
TEACHER MATERIALS				
25. Adequate teacher guides or manuals provided	X			
26. Provision for teacher-student interaction	X			
27. Suggestions and instructions for meeting needs of students of varying levels are included				X
28. Includes suggestions for related learning activities				X
SUMMARY AND RECOMMENDATIONS				
29. Materials would make a significant addition to the classroom	X			
30. Materials do what they are intended to do	X			
31. I recommend the purchase of these materials	X			

MATERIAL EVALUATION

I. GENERAL INFORMATION

a) Name: MASTERING READING, SKILLS FOR SUCCESS: MANUFACTURING (Book 2)

b) Copyright Date: 1991

c) Price: $10.95

d) Address:
Delmar Publishers Inc.
2 Computer Drive West, Box 15-015
Albany, NY 12212
Telephone: (518) 459-1150

e) Value: The book is of value to students who have completed Book 1 in the series, or to students who are intermediate learners interested in manufacturing.

II. FORMAT OF MATERIALS: Workbook

III. COMMENTS

SKILLS FOR SUCCESS: MANUFACTURING (Book 2) of the Mastering Reading series explores life skills, as does Book 1, but delves into manufacturing skills as well as general life skills.

Some of the topics discussed in Book 1 are reviewed, however, with more detail. As in Book 1, the passages and exercises are both relevant and stimulating. Topics of interest include energy for the job, health insurance, and job search skills.

The glossary in Book 2 contains words which appear in Books 1 and 2, and tells in which unit the word was used for the first time.

Readability level __ II, Grade 5 (Fry)

ECKLIST FOR EVALUATING INSTRUCTIONAL MATERIALS

***(Strong - S** Adequate - **A** Weak - **W** Non-applicable - **N/A**)*

	S	A	W	N/A
GOALS AND OBJECTIVES				
1. Purpose and rationale fully explained	X			
2. Goals and objectives clearly identified	X			
3. Content directed to stated goals and objectives	X			
4. Procedures include ways to determine students' readiness				X
5. Assessment of student achievement included			X	
VALIDITY				
6. Authors appear to be qualified	X			
7. Materials have been field-tested	X			
8. Evaluation of materials used	X			
CONTENT OF MATERIALS				
9. Concepts well developed and sequentially developed	X			
10. No confusing and/or conflicting concepts		X		
11. Skills sequenced, introduced and reviewed		X		
12. Major points clearly identified	X			
13. Audio-visual elements integrated				X
14. Reading level is appropriate for student in this program	X			
15. Materials can be worked with independently or with minimum help		X		
16. Content will stimulate and challenge students	X			
OBJECTIVITY				
17. Information is factual	X			
18. No racial, sexual, or religious biases		X		
19. Portrayal of racial, religious, and ethnic groups, builds understanding, appreciation, and acceptance				X
COMPONENTS AND ORGANIZATION				
20. Materials not too large, bulky or complex	X			
21. Materials are relatively easy to use	X			
22. Special inservice training is required				X
23. Materials are well designed and packaged	X			
24. Materials are reasonably priced				X
TEACHER MATERIALS				
25. Adequate teacher guides or manuals provided	X			
26. Provision for teacher-student interaction	X			
27. Suggestions and instructions for meeting needs of students of varying levels are included				X
28. Includes suggestions for related learning activities				X
SUMMARY AND RECOMMENDATIONS				
29. Materials would make a significant addition to the classroom	X			
30. Materials do what they are intended to do	X			
31. I recommend the purchase of these materials	X			

MATERIAL EVALUATION

I. GENERAL INFORMATION

a) Name:	*MASTERING READING, SKILLS FOR SUCCESS: MANUFACTURING (Book 3)*
b) Copyright Date:	*1991*
c) Price:	*$10.95*
d) Address:	*Delmar Publishers, Inc.* *2 Computer Drive West, Box 15-015* *Albany, NY 12212* *Telephone: (518) 459-1150*
e) Value:	*This book introduces students to various occupations in the manufacturing field.*

II. FORMAT OF MATERIALS: *Book*

III. COMMENTS

The third book in the Mastering Reading series, LEARNING ABOUT MANUFACTURING: Book 3, introduces students to manufacturing concepts as they are applied in various occupations.

As in Books 1 and 2 of the series, it includes passages and exercises that are both relevant and stimulating. It is more advanced, however, with the passages and exercises demanding more concentration and presenting greater challenges for users.

Topics of interest include caring for machinery, troubleshooting, and work-related stress.

Readability level __ II, Grade 8 (Fry)

CHECKLIST FOR EVALUATING INSTRUCTIONAL MATERIALS

(Strong - S Adequate - A Weak - W Non-applicable - N/A)

	S	A	W	N/A
GOALS AND OBJECTIVES				
1. Purpose and rationale fully explained	X			
2. Goals and objectives clearly identified	X			
3. Content directed to stated goals and objectives	X			
4. Procedures include ways to determine students' readiness				X
5. Assessment of student achievement included			X	
VALIDITY				
6. Authors appear to be qualified	X			
7. Materials have been field-tested	X			
8. Evaluation of materials used	X			
CONTENT OF MATERIALS				
9. Concepts well developed and sequentially developed	X			
10. No confusing and/or conflicting concepts		X		
11. Skills sequenced, introduced and reviewed		X		
12. Major points clearly identified	X			
13. Audio-visual elements integrated				X
14. Reading level is appropriate for student in this program		X		
15. Materials can be worked with independently or with minimum help		X		
16. Content will stimulate and challenge students	X			
OBJECTIVITY				
17. Information is factual	X			
18. No racial, sexual, or religious biases		X		
19. Portrayal of racial, religious, and ethnic groups, builds understanding, appreciation, and acceptance				X
COMPONENTS AND ORGANIZATION				
20. Materials not too large, bulky or complex	X			
21. Materials are relatively easy to use	X			
22. Special inservice training is required				X
23. Materials are well designed and packaged	X			
24. Materials are reasonably priced				X
TEACHER MATERIALS				
25. Adequate teacher guides or manuals provided	X			
26. Provision for teacher-student interaction	X			
27. Suggestions and instructions for meeting needs of students of varying levels are included				X
28. Includes suggestions for related learning activities				X
SUMMARY AND RECOMMENDATIONS				
29. Materials would make a significant addition to the classroom	X			
30. Materials do what they are intended to do	X			
31. I recommend the purchase of these materials	X			

MATERIAL EVALUATION

I. GENERAL INFORMATION

a) Name:	***MASTERING READING, SKILLS FOR SUCCESS: MANUFACTURING (Book 4)***
b) Copyright Date:	***1991***
c) Price:	***$10.95***
d) Address:	***Delmar Publishers, Inc. 2 Computer Drive West, Box 15-015 Albany, NY 12212 Telephone: (518)-459-1150***
e) Value:	***As a continuation of Book 3 in the series, this book provides more in depth training in vocational orientation.***

II. FORMAT OF MATERIALS: ***Workbook***

III. COMMENTS

LEARNING ABOUT MANUFACTURING: Book 4 of the Mastering Reading series reinforces the vocational orientation introduced in Book 3 of the series. The topics concentrate on manufacturing matters and actually being a manufacturing worker.

The topics will be of particular interest to students who are predisposed to "blue collar" occupations. For example, topics include OSHA (Occupational Safety and Health Act), quality control, and unionism.

As with Book 2 of the series, which includes vocabulary words from Books 1 and 2, Book 4 includes vocabulary words from Books 3 and 4, and tells in which unit the word was used for the first time.

Readability level __ III, Grade 9 (Fry)

CHECKLIST FOR EVALUATING INSTRUCTIONAL MATERIALS
(Strong - S Adequate - A Weak - W Non-applicable - N/A)

	S	A	W	N/A
GOALS AND OBJECTIVES				
1. Purpose and rationale fully explained	X			
2. Goals and objectives clearly identified	X			
3. Content directed to stated goals and objectives	X			
4. Procedures include ways to determine students' readiness				X
5. Assessment of student achievement included			X	
VALIDITY				
6. Authors appear to be qualified	X			
7. Materials have been field-tested	X			
8. Evaluation of materials used	X			
CONTENT OF MATERIALS				
9. Concepts well developed and sequentially developed	X			
10. No confusing and/or conflicting concepts		X		
11. Skills sequenced, introduced and reviewed		X		
12. Major points clearly identified	X			
13. Audio-visual elements integrated				X
14. Reading level is appropriate for student in this program		X		
15. Materials can be worked with independently or with minimum help		X		
16. Content will stimulate and challenge students	X			
OBJECTIVITY				
17. Information is factual	X			
18. No racial, sexual, or religious biases		X		
19. Portrayal of racial, religious, and ethnic groups, builds understanding, appreciation, and acceptance				X
COMPONENTS AND ORGANIZATION				
20. Materials not too large, bulky or complex	X			
21. Materials are relatively easy to use	X			
22. Special inservice training is required				X
23. Materials are well designed and packaged	X			
24. Materials are reasonably priced				X
TEACHER MATERIALS				
25. Adequate teacher guides or manuals provided	X			
26. Provision for teacher-student interaction	X			
27. Suggestions and instructions for meeting needs of students of varying levels are included				X
28. Includes suggestions for related learning activities				X
SUMMARY AND RECOMMENDATIONS				
29. Materials would make a significant addition to the classroom	X			
30. Materials do what they are intended to do	X			
31. I recommend the purchase of these materials	X			

MATERIAL EVALUATION

I. GENERAL INFORMATION

a) Name:	*MASTERING READING, TEACHER'S RESOURCE: MANUFACTURING*
b) Copyright Date:	*1991*
c) Price:	*$13.75*
d) Address:	*Delmar Publishers, Inc.* *2 Computer Drive West, Box 15-015* *Albany, NY 12212* *Telephone: (518) 459-1150*
e) Value:	*This teacher's guide for the Manufacturing series contains valuable introductory passages on teaching adult learners, in addition to guiding teachers through the series.*

II. FORMAT OF MATERIALS: *Teacher's Guide*

III. COMMENTS

MASTERING READING, TEACHER'S RESOURCE: MANUFACTURING is the comprehensive teacher's guide for the Delmar Occupational Learning System's (DOL) four Book series on manufacturing. The book is a valuable resource for teachers in that it not only provides an overview, of and guidelines for using the series, but also reviews some of the basics of teaching and understanding adult learners.

It includes answer keys for the four books and provides aids for the preparation of lesson plans.

Readability level __ not applicable

CHECKLIST FOR EVALUATING INSTRUCTIONAL MATERIALS

(*Strong* - *S* Adequate - *A* Weak - *W* Non-applicable - *N/A*)

	S	A	W	N/A
GOALS AND OBJECTIVES				
1. Purpose and rationale fully explained	X			
2. Goals and objectives clearly identified	X			
3. Content directed to stated goals and objectives	X			
4. Procedures include ways to determine students' readiness				X
5. Assessment of student achievement included				X
VALIDITY				
6. Authors appear to be qualified	X			
7. Materials have been field-tested	X			
8. Evaluation of materials used	X			
CONTENT OF MATERIALS				
9. Concepts well developed and sequentially developed		X		
10. No confusing and/or conflicting concepts		X		
11. Skills sequenced, introduced and reviewed		X		
12. Major points clearly identified	X			
13. Audio-visual elements integrated				X
14. Reading level is appropriate for student in this program				X
15. Materials can be worked with independently or with minimum help				X
16. Content will stimulate and challenge students				X
OBJECTIVITY				
17. Information is factual	X			
18. No racial, sexual, or religious biases		X		
19. Portrayal of racial, religious, and ethnic groups, builds understanding, appreciation, and acceptance				X
COMPONENTS AND ORGANIZATION				
20. Materials not too large, bulky or complex		X		
21. Materials are relatively easy to use	X			
22. Special inservice training is required				X
23. Materials are well designed and packaged	X			
24. Materials are reasonably priced				X
TEACHER MATERIALS				
25. Adequate teacher guides or manuals provided	X			
26. Provision for teacher-student interaction	X			
27. Suggestions and instructions for meeting needs of students of varying levels are included		X		
28. Includes suggestions for related learning activities	X			
SUMMARY AND RECOMMENDATIONS				
29. Materials would make a significant addition to the classroom	X			
30. Materials do what they are intended to do	X			
31. I recommend the purchase of these materials	X			

MATERIAL EVALUATION

I. GENERAL INFORMATION

a) Name:	MASTERING READING: SKILLS FOR SUCCESS/ OFFICE WORK (Books 1 - 4)
b) Copyright Date:	1991
c) Price:	$7.95 each
d) Address:	Delmar Publishers, Inc. 2 Computer Drive, West, Box 15-015 Albany, NY 12212-9985 Telephone: (518) 459-1150
e) Value:	These are great books in teaching general office skills.

II. FORMAT OF MATERIALS: Workbook with Teacher's Guide

III. COMMENTS

This series consisting of four books focuses on office work. Each lesson contains two pages of reading with review and practice exercises. The books can be used for class discussions and individualized instruction. An answer key and a glossary are included at the back of each book. This series is worthwhile in teaching adults more about the world of work.

Readability level __ II, Grade 6 (Fry), Book 1
II, Grade 7 (Fry), Book 2
II, Grade 8 (Fry), Book 3
II, Grade 8 (Fry), Book 4

CHECKLIST FOR EVALUATING INSTRUCTIONAL MATERIALS
(Strong - S Adequate - A Weak - W Non-applicable - N/A)

	S	A	W	N/A
GOALS AND OBJECTIVES				
1. Purpose and rationale fully explained	X			
2. Goals and objectives clearly identified	X			
3. Content directed to stated goals and objectives	X			
4. Procedures include ways to determine students' readiness		X		
5. Assessment of student achievement included		X		
VALIDITY				
6. Authors appear to be qualified		X		
7. Materials have been field-tested		X		
8. Evaluation of materials used		X		
CONTENT OF MATERIALS				
9. Concepts well developed and sequentially developed		X		
10. No confusing and/or conflicting concepts		X		
11. Skills sequenced, introduced and reviewed	X			
12. Major points clearly identified	X			
13. Audio-visual elements integrated		X		
14. Reading level is appropriate for student in this program		X		
15. Materials can be worked with independently or with minimum help	X			
16. Content will stimulate and challenge students		X		
OBJECTIVITY				
17. Information is factual		X		
18. No racial, sexual, or religious biases		X		
19. Portrayal of racial, religious, and ethnic groups, builds understanding, appreciation, and acceptance		X		
COMPONENTS AND ORGANIZATION				
20. Materials not too large, bulky or complex		X		
21. Materials are relatively easy to use		X		
22. Special inservice training is required				X
23. Materials are well designed and packaged	X			
24. Materials are reasonably priced		X		
TEACHER MATERIALS				
25. Adequate teacher guides or manuals provided	X			
26. Provision for teacher-student interaction	X			
27. Suggestions and instructions for meeting needs of students of varying levels are included		X		
28. Includes suggestions for related learning activities		X		
SUMMARY AND RECOMMENDATIONS				
29. Materials would make a significant addition to the classroom		X		
30. Materials do what they are intended to do		X		
31. I recommend the purchase of these materials		X		

MATERIAL EVALUATION

I. GENERAL INFORMATION

a) Name:	MATH FOR WORKPLACE SUCCESS
b) Copyright Date:	1991
c) Price:	$11.00
d) Address:	Paradigm Publishing International 7500 Flying Cloud Drive Eden Prairie, MN 55344 Telephone: (612) 546-8689
e) Value:	The textbook serves a dual purpose; increases skills in math and imparts knowledge of the workplace.

II. FORMAT OF MATERIALS: Workbook

III. COMMENTS

MATH FOR WORKPLACE SUCCESS is an innovative workbook representative of what one would find in a model classroom for students with special interests. For the student who has an interest in business, this workbook is the ideal choice. In the process of learning how to complete order forms, calculating pay or analyzing sales and expense summaries, the career oriented learner will also acquire problem-solving skills in math.

Instructors who use the material will appreciate the textbook format :

1. Key objectives are stated before each lesson.
2. Key concepts are highlighted in blue print.
3. Textbook designers make good use of modeling.

Readability level __ II, Grade 7 (Fry)

CHECKLIST FOR EVALUATING INSTRUCTIONAL MATERIALS

*(Strong - **S*** Adequate - ***A*** Weak - ***W*** Non-applicable - ***N/A**)*

	S	A	W	N/A
GOALS AND OBJECTIVES				
1. Purpose and rationale fully explained	x			
2. Goals and objectives clearly identified	x			
3. Content directed to stated goals and objectives	x			
4. Procedures include ways to determine students' readiness	x			
5. Assessment of student achievement included	x			
VALIDITY				
6. Authors appear to be qualified	x			
7. Materials have been field-tested	x			
8. Evaluation of materials used	x			
CONTENT OF MATERIALS				
9. Concepts well developed and sequentially developed	x			
10. No confusing and/or conflicting concepts	x			
11. Skills sequenced, introduced and reviewed	x			
12. Major points clearly identified	x			
13. Audio-visual elements integrated				x
14. Reading level is appropriate for student in this program	x			
15. Materials can be worked with independently or with minimum help	x			
16. Content will stimulate and challenge students	x			
OBJECTIVITY				
17. Information is factual	x			
18. No racial, sexual, or religious biases	x			
19. Portrayal of racial, religious, and ethnic groups builds understanding, appreciation, and acceptance	x			
COMPONENTS AND ORGANIZATION				
20. Materials not too large, bulky or complex	x			
21. Materials are relatively easy to use	x			
22. Special inservice training is required				x
23. Materials are well designed and packaged	x			
24. Materials are reasonably priced	x			
TEACHER MATERIALS				
25. Adequate teacher guides or manuals provided				x
26. Provision for teacher-student interaction	x			
27. Suggestions and instructions for meeting needs of students of varying levels are included	x			
28. Includes suggestions for related learning activities	x			
SUMMARY AND RECOMMENDATIONS				
29. Materials would make a significant addition to the classroom	x			
30. Materials do what they are intended to do	x			
31. I recommend the purchase of these materials	x			

MATERIAL EVALUATION

I. GENERAL INFORMATION

a) Name:	*MATH: FOR THE WORLD OF WORK*
b) Copyright Date:	*1990*
c) Price:	*$6.95*
d) Address:	*Educational Design, Inc.* *47 West 13 Street* *New York, NY 10011* *Telephone: (800) 221-9372*
e) Value:	*This material is useful for those who plan to work in occupations requiring the reading of rate charts, tax tables, scales, meters, or dials.*

II. FORMAT OF MATERIALS: *Workbook*

III. COMMENTS

MATH: FOR THE WORLD OF WORK is divided into the following six sections: 1) Measuring Things, 2) Math with Measurement, 3) Weighing Things, 4) Scales, Dials and Meters, 5) Tables and Charts and 6) Basic Calculator Use. Each section is divided to explain one concept at a time by using clear pictures and diagrams that an adult might experience on the job. Each concept has explanations and exercises for the student to demonstrate an understanding of the concept. Answers to the exercises are not given in the text.

All the sections deal with math that an adult might experience on a construction job, postal service job, or a job requiring the reading of a rate chart, tax table, scale, meter or dial. The concepts are practical and clearly presented. This book appeals to students because it relates math to the real work world and demonstrates its practical use.

Readability level __ II, Grade 6 (Fry)

CHECKLIST FOR EVALUATING INSTRUCTIONAL MATERIALS

(Strong - *S* Adequate - *A* Weak - *W* Non-applicable - *N/A*)

	S	A	W	N/A
GOALS AND OBJECTIVES				
1. Purpose and rationale fully explained		X		
2. Goals and objectives clearly identified		X		
3. Content directed to stated goals and objectives	X			
4. Procedures include ways to determine students' readiness				X
5. Assessment of student achievement included				X
VALIDITY				
6. Authors appear to be qualified				X
7. Materials have been field-tested				X
8. Evaluation of materials used				X
CONTENT OF MATERIALS				
9. Concepts well developed and sequentially developed		X		
10. No confusing and/or conflicting concepts	X			
11. Skills sequenced, introduced and reviewed				X
12. Major points clearly identified	X			
13. Audio-visual elements integrated				X
14. Reading level is appropriate for student in this program		X		
15. Materials can be worked with independently or with minimum help	X			
16. Content will stimulate and challenge students	X			
OBJECTIVITY				
17. Information is factual	X			
18. No racial, sexual, or religious biases				X
19. Portrayal of racial, religious, and ethnic groups, builds understanding, appreciation, and acceptance				X
COMPONENTS AND ORGANIZATION				
20. Materials not too large, bulky or complex	X			
21. Materials are relatively easy to use	X			
22. Special inservice training is required				X
23. Materials are well designed and packaged	X			
24. Materials are reasonably priced		X		
TEACHER MATERIALS				
25. Adequate teacher guides or manuals provided				X
26. Provision for teacher-student interaction				X
27. Suggestions and instructions for meeting needs of students of varying levels are included				X
28. Includes suggestions for related learning activities				X
SUMMARY AND RECOMMENDATIONS				
29. Materials would make a significant addition to the classroom	X			
30. Materials do what they are intended to do	X			
31. I recommend the purchase of these materials	X			

MATERIAL EVALUATION

I. GENERAL INFORMATION

a) Name:	*PUNCTUATION, CAPITALIZATION, AND HANDWRITING FOR JOB AND PERSONAL USE*
b) Copyright Date:	*1992*
c) Price:	*$9.50*
d) Address:	*South-Western Publishing Co. 5101 Madison Road Cincinnati, OH 45227-1427 Telephone: (800) 543-7972*
e) Value:	*This is a self-paced guide to punctuation, grammar, and handwriting which makes use of relevant examples.*

II. FORMAT OF MATERIALS: *Workbook*

III. COMMENTS

PUNCTUATION, CAPITALIZATION, AND HANDWRITING FOR JOB AND PERSONAL USE is part of a well-written series intended for adult learners at Level II, and possibly Level III. Designed for independent use, the format consists of short lessons, check-ups, and activities to reinforce stated goals and objectives. The adult learner checks his own work and tracks his progress on a "Personal Progress Record" included in the book.

The content is both appealing and relevant to adults. Exercises include addressing an envelope, filling out forms and job applications, editing memos and business letters, and writing informal notes. A detailed unit on improving handwriting is included.

For the teacher, this book could be a valuable addition to the class because of the clear explanations and format. However, learners should be provided with lots of opportunities for writing practice to integrate the grammar and punctuation rules they have learned.

Readability level __ College

CHECKLIST FOR FVALUATING INSTRUCTIONAL MATERIALS

(Strong - S Adequate - A Weak - W Non-applicable - N/A)

	S	A	W	N/A
GOALS AND OBJECTIVES				
1. Purpose and rationale fully explained	X			
2. Goals and objectives clearly identified	X			
3. Content directed to stated goals and objectives	X			
4. Procedures include ways to determine students' readiness				X
5. Assessment of student achievement included	X			
VALIDITY				
6. Authors appear to be qualified	X			
7. Materials have been field-tested				X
8. Evaluation of materials used				X
CONTENT OF MATERIALS				
9. Concepts well developed and sequentially developed	X			
10. No confusing and/or conflicting concepts	X			
11. Skills sequenced, introduced and reviewed			X	
12. Major points clearly identified	X			
13. Audio-visual elements integrated				X
14. Reading level is appropriate for student in this program	X			
15. Materials can be worked with independently or with minimum help	X			
16. Content will stimulate and challenge students	X			
OBJECTIVITY				
17. Information is factual	X			
18. No racial, sexual, or religious biases	X			
19. Portrayal of racial, religious, and ethnic groups, builds understanding, appreciation, and acceptance	X			
COMPONENTS AND ORGANIZATION				
20. Materials not too large, bulky or complex	X			
21. Materials are relatively easy to use	X			
22. Special inservice training is required				X
23. Materials are well designed and packaged	X			
24. Materials are reasonably priced			X	
TEACHER MATERIALS				
25. Adequate teacher guides or manuals provided		X		
26. Provision for teacher-student interaction			X	
27. Suggestions and instructions for meeting needs of students of varying levels are included			X	
28. Includes suggestions for related learning activities		X		
SUMMARY AND RECOMMENDATIONS				
29. Materials would make a significant addition to the classroom	X			
30. Materials do what they are intended to do	X			
31. I recommend the purchase of these materials		X		

MATERIAL EVALUATION

I. GENERAL INFORMATION

a) Name:	READING FOR EMPLOYMENT
b) Copyright Date:	1993
c) Price:	$4.50
d) Address:	South-Western Publishing Co. 5101 Madison Road Cincinnati, OH 45227 Telephone: (800) 543-7972
e) Value:	This workbook is used in developing basic skills needed to conduct personal business dealings. Its aim is to improve the personal interactions and provide tools that enhance employment opportunities.

II. FORMAT OF MATERIALS: Workbook

III. COMMENTS

READING FOR EMPLOYMENT is a workbook that allows for self-paced, independent learning. Real - life skills and issues relevant to work are emphasized throughout the text. The workbook also exposes the job seeker to the process of independent job search.

The workbook has seven units. Each unit provides the learner with an objective, goes on to give supportive information, definitions to any new terms, and the opportunity to apply what has been learned.

Included is a pretest, posttest, glossary, index, answer key and Personal Progress Report. A teacher's manual is also available that offers more practice exercises, testing materials and a Certificate of Completion for those who complete the whole workbook. The students can chart their own progress.

These competency-based activities will provide the learner and the instructor with immediate feedback as to whether the information was internalized as well as understood.

This workbook is unique because it covers topics that aren't usually found in job search materials, such as Benefits, and Understanding Employee Handbooks. The print size is comfortable to the eye, and the activities are concise and relevant.

Readability level __ III, Grade 9 (Fry)

CHECKLIST FOR EVALUATING INSTRUCTIONAL MATERIALS

(Strong - S   Adequate - A   Weak - W   Non-applicable - N/A)

	S	A	W	N/A
GOALS AND OBJECTIVES				
1. Purpose and rationale fully explained		X		
2. Goals and objectives clearly identified	X			
3. Content directed to stated goals and objectives	X			
4. Procedures include ways to determine students' readiness	X			
5. Assessment of student achievement included	X			
VALIDITY				
6. Authors appear to be qualified	X			
7. Materials have been field-tested				X
8. Evaluation of materials used				X
CONTENT OF MATERIALS				
9. Concepts well developed and sequentially developed		X		
10. No confusing and/or conflicting concepts		X		
11. Skills sequenced, introduced and reviewed		X		
12. Major points clearly identified		X		
13. Audio-visual elements integrated				X
14. Reading level is appropriate for student in this program		X		
15. Materials can be worked with independently or with minimum help	X			
16. Content will stimulate and challenge students	X			
OBJECTIVITY				
17. Information is factual		X		
18. No racial, sexual, or religious biases		X		
19. Portrayal of racial, religious, and ethnic groups, builds understanding, appreciation, and acceptance				X
COMPONENTS AND ORGANIZATION				
20. Materials not too large, bulky or complex	X			
21. Materials are relatively easy to use	X			
22. Special inservice training is required				X
23. Materials are well designed and packaged		X		
24. Materials are reasonably priced	X			
TEACHER MATERIALS				
25. Adequate teacher guides or manuals provided	X			
26. Provision for teacher-student interaction	X			
27. Suggestions and instructions for meeting needs of students of varying levels are included			X	
28. Includes suggestions for related learning activities		X		
SUMMARY AND RECOMMENDATIONS				
29. Materials would make a significant addition to the classroom	X			
30. Materials do what they are intended to do	X			
31. I recommend the purchase of these materials	X			

MATERIAL EVALUATION

I. GENERAL INFORMATION

a) Name:	***READING FOR JOB AND PERSONAL USE***
b) Copyright Date:	***1992***
c) Price:	***$9.50 single copy; $6.95 multiple copies***
d) Address:	*South-Western Publishing Company* *5101 Madison Road* *Cincinnati, OH 45227* *Telephone: (800) 543-7972*
e) Value:	*This text improves reading skills by using self-paced exercises and high interest, adult-oriented material.*

II. FORMAT OF MATERIALS: *Workbook with Instructor's Manual*

III. COMMENTS

READING FOR JOB AND PERSONAL USE is part of a series of well-written workbooks intended for Level II adults. The format consists of short lessons, check-ups, and activities designed to reinforce the stated goals and objectives. The adult learner can independently check his/her own work and track his/her progress on a Personal Progress Record included in the book.

The adult learner will appreciate the wide range of interesting and relevant topics. Job- related material includes job hunting, reading want ads (complete with a list of common abbreviations), filling out job applications, W4 and I-9 forms, and reading employee handbooks. Other topics covered included using a telephone directory, buying a car, reading sales ads, credit card ins and outs, telephone bills, and health and nutrition.

Teachers in workplace, intermediate, and GED classes will find READING FOR JOB AND PERSONAL USE to be a valuable addition to the classroom. They particularly will like the clear explanations of complex terms such as annual percentage rate (APR) and the quality of the information presented. For these reasons, this workbook is recommended.

Readability level __ II, Grade 8 (Fry)

CHECKLIST FOR EVALUATING INSTRUCTIONAL MATERIALS

(Strong - S Adequate - *A* Weak - *W* Non-applicable - *N/A*)

	S	A	W	N/A
GOALS AND OBJECTIVES				
1. Purpose and rationale fully explained	X			
2. Goals and objectives clearly identified	X			
3. Content directed to stated goals and objectives	X			
4. Procedures include ways to determine students' readiness		X		
5. Assessment of student achievement included	X			
VALIDITY				
6. Authors appear to be qualified	X			
7. Materials have been field-tested				X
8. Evaluation of materials used				X
CONTENT OF MATERIALS				
9. Concepts well developed and sequentially developed	X			
10. No confusing and/or conflicting concepts	X			
11. Skills sequenced, introduced and reviewed	X			
12. Major points clearly identified	X			
13. Audio-visual elements integrated				X
14. Reading level is appropriate for student in this program	X			
15. Materials can be worked with independently or with minimum help	X			
16. Content will stimulate and challenge students	X			
OBJECTIVITY				
17. Information is factual	X			
18. No racial, sexual, or religious biases	X			
19. Portrayal of racial, religious, and ethnic groups, builds understanding, appreciation, and acceptance		X		
COMPONENTS AND ORGANIZATION				
20. Materials not too large, bulky or complex	X			
21. Materials are relatively easy to use	X			
22. Special inservice training is required				X
23. Materials are well designed and packaged	X			
24. Materials are reasonably priced			X	
TEACHER MATERIALS				
25. Adequate teacher guides or manuals provided		X		
26. Provision for teacher-student interaction		X		
27. Suggestions and instructions for meeting needs of students of varying levels are included			X	
28. Includes suggestions for related learning activities		X		
SUMMARY AND RECOMMENDATIONS				
29. Materials would make a significant addition to the classroom	X			
30. Materials do what they are intended to do	X			
31. I recommend the purchase of these materials	X			

MATERIAL EVALUATION

I. GENERAL INFORMATION

a) Name:	READING FOR WORKPLACE SUCCESS
b) Copyright Date:	1991
c) Price:	$11.00
d) Address:	Paradigm Publishing International 7500 Flying Cloud Drive Eden Prairie, MN 55344 Telephone: (612) 546-8689
e) Value:	This material uses business-related reading matter i.e. memos, letters and forms to improve reading skills.

II. FORMAT OF MATERIALS: Workbook

III. COMMENTS

READING FOR WORKPLACE SUCCESS is a well-designed workbook for Level II adult learners. Its strengths are as follow:

1. Reading is defined as a purposeful activity. "What is my purpose for reading this material?" is the first question asked in each exercise.
2. A variety of reading material is used. Memos, policy guidelines, schedules, charts and graphs, to name a few.
3. Each lesson includes problem-solving practice to reinforce the lesson. Questions are all open-ended. An answer key is provided; thus, independent learning is encouraged.
4. Reading strategies, such as identifying prefixes and suffixes, as well as using context clues, are clearly explained.

This book would fit comfortably in a GED or business-related workplace curriculum.

Readability level __ II, Grade 7 (Fry)

CHECKLIST FOR EVALUATING INSTRUCTIONAL MATERIALS
(Strong - S Adequate - A Weak - W Non-applicable - N/A)

	S	A	W	N/A
GOALS AND OBJECTIVES				
1. Purpose and rationale fully explained	x			
2. Goals and objectives clearly identified	x			
3. Content directed to stated goals and objectives	x			
4. Procedures include ways to determine students' readiness				x
5. Assessment of student achievement included				x
VALIDITY				
6. Authors appear to be qualified		x		
7. Materials have been field-tested				x
8. Evaluation of materials used				x
CONTENT OF MATERIALS				
9. Concepts well developed and sequentially developed	x			
10. No confusing and/or conflicting concepts	x			
11. Skills sequenced, introduced and reviewed	x			
12. Major points clearly identified	x			
13. Audio-visual elements integrated				x
14. Reading level is appropriate for student in this program	x			
15. Materials can be worked with independently or with minimum help	x			
16. Content will stimulate and challenge students		x		
OBJECTIVITY				
17. Information is factual	x			
18. No racial, sexual, or religious biases	x			
19. Portrayal of racial, religious, and ethnic groups, builds understanding, appreciation, and acceptance				x
COMPONENTS AND ORGANIZATION				
20. Materials not too large, bulky or complex	x			
21. Materials are relatively easy to use	x			
22. Special inservice training is required				x
23. Materials are well designed and packaged	x			
24. Materials are reasonably priced	x			
TEACHER MATERIALS				
25. Adequate teacher guides or manuals provided		x		
26. Provision for teacher-student interaction			x	
27. Suggestions and instructions for meeting needs of students of varying levels are included			x	
28. Includes suggestions for related learning activities			x	
SUMMARY AND RECOMMENDATIONS				
29. Materials would make a significant addition to the classroom	x			
30. Materials do what they are intended to do	x			
31. I recommend the purchase of these materials	x			

MATERIAL EVALUATION

I. GENERAL INFORMATION

a) Name:	READY TO WORK: WINNING AT THE JOB GAME
b) Copyright Date:	1991
c) Price:	$5.25
d) Address:	Contemporary Books, Inc. 180 North Michigan Avenue Chicago, IL 60601 Telephone: (800) 621-1918
e) Value:	This book is of value to individuals preparing for enter the job market. It will be especially useful to those who need assistance in organizing their job search strategy.

II. FORMAT OF MATERIALS: Workbook

III. COMMENTS

In addition to the basic strategies which are part of the job search process, READY TO WORK: WINNING AT THE JOB GAME helps the reader determine what his occupational strengths may be. The first chapter includes passages which enable the user to learn about himself so that, with such awareness, he will know what his career path should be.

The text visually highlights (with bold typeface) terms that should be understood and that are important in the job search process. The user is guided through the job search process from the preparation stages to the actual work situation. The book also offers guidelines for the successful applicant regarding the adjustment period while on a new job, and understanding company policies.

Readability level __ II, Grade 6 (Fry)

CHECKLIST FOR EVALUATING INSTRUCTIONAL MATERIALS
(Strong - S   Adequate - A   Weak - W   Non-applicable - N/A)

	S	A	W	N/A
GOALS AND OBJECTIVES				
1. Purpose and rationale fully explained	X			
2. Goals and objectives clearly identified	X			
3. Content directed to stated goals and objectives	X			
4. Procedures include ways to determine students' readiness		X		
5. Assessment of student achievement included	X			
VALIDITY				
6. Authors appear to be qualified	X			
7. Materials have been field-tested	X			
8. Evaluation of materials used	X			
CONTENT OF MATERIALS				
9. Concepts well developed and sequentially developed	X			
10. No confusing and/or conflicting concepts	X			
11. Skills sequenced, introduced and reviewed	X			
12. Major points clearly identified	X			
13. Audio-visual elements integrated				X
14. Reading level is appropriate for student in this program		X		
15. Materials can be worked with independently or with minimum help		X		
16. Content will stimulate and challenge students	X			
OBJECTIVITY				
17. Information is factual	X			
18. No racial, sexual, or religious biases		X		
19. Portrayal of racial, religious, and ethnic groups, builds understanding, appreciation, and acceptance		X		
COMPONENTS AND ORGANIZATION				
20. Materials not too large, bulky or complex	X			
21. Materials are relatively easy to use	X			
22. Special inservice training is required				X
23. Materials are well designed and packaged	X			
24. Materials are reasonably priced	X			
TEACHER MATERIALS				
25. Adequate teacher guides or manuals provided				X
26. Provision for teacher-student interaction		X		
27. Suggestions and instructions for meeting needs of students of varying levels are included			X	
28. Includes suggestions for related learning activities			X	
SUMMARY AND RECOMMENDATIONS				
29. Materials would make a significant addition to the classroom	X			
30. Materials do what they are intended to do	X			
31. I recommend the purchase of these materials	X			

MATERIAL EVALUATION

I. GENERAL INFORMATION

a) Name: WORKING AS A NURSING ASSISTANT

b) Copyright Date: 1990

c) Price: $10.95

d) Address: Delmar Occupational Learning Systems
2 Computer Drive West, Box 15-015
Albany, NY 12212
Telephone: (518) 459-1150

e) Value: This text provides short, succinct units of material for those studying for the Certified Nursing Assistant (CNA) exam.

II. FORMAT OF MATERIALS: Workbook

III. COMMENTS

When compared to the text used in a five week CNA course, the students who participated in the field test related that this series breaks the information down into more manageable segments. The workbook provides short reading passages with boldface terms defined within the text. Each reading passage is followed by questions which provide immediate feedback on comprehension. There are practice sections for review of skills and open-ended questions requiring written responses. Where appropriate, students use problem-solving skills. The illustrations are clear and easy to follow.

The workbook does however, have disadvantages. One is the need for additional materials to provide greater depth of coverage. Another is the need to use an answer key to check the work, since no answers are included in the workbook.

Readability level __ III, Grade 10 (Fry)

CHECKLIST FOR EVALUATING INSTRUCTIONAL MATERIALS

*(Strong - **S*** Adequate - ***A*** Weak - ***W*** Non-applicable - ***N/A***)

	S	A	W	N/A
GOALS AND OBJECTIVES				
1. Purpose and rationale fully explained			x	
2. Goals and objectives clearly identified			x	
3. Content directed to stated goals and objectives			x	
4. Procedures include ways to determine students' readiness			x	
5. Assessment of student achievement included	x			
VALIDITY				
6. Authors appear to be qualified				x
7. Materials have been field-tested				x
8. Evaluation of materials used				x
CONTENT OF MATERIALS				
9. Concepts well developed and sequentially developed	x			
10. No confusing and/or conflicting concepts	x			
11. Skills sequenced, introduced and reviewed	x			
12. Major points clearly identified	x			
13. Audio-visual elements integrated	x			
14. Reading level is appropriate for student in this program	x			
15. Materials can be worked with independently or with minimum help		x		
16. Content will stimulate and challenge students	x			
OBJECTIVITY				
17. Information is factual	x			
18. No racial, sexual, or religious biases	x			
19. Portrayal of racial, religious, and ethnic groups, builds understanding, appreciation, and acceptance	x			
COMPONENTS AND ORGANIZATION				
20. Materials not too large, bulky or complex	x			
21. Materials are relatively easy to use	x			
22. Special inservice training is required				x
23. Materials are well designed and packaged	x			
24. Materials are reasonably priced	x			
TEACHER MATERIALS				
25. Adequate teacher guides or manuals provided				x
26. Provision for teacher-student interaction		x		
27. Suggestions and instructions for meeting needs of students of varying levels are included				x
28. Includes suggestions for related learning activities				x
SUMMARY AND RECOMMENDATIONS				
29. Materials would make a significant addition to the classroom		x		
30. Materials do what they are intended to do		x		
31. I recommend the purchase of these materials		x		

MATERIAL EVALUATION

I. GENERAL INFORMATION

a) Name: ***WRITING FOR WORKPLACE SUCCESS***

b) Copyright Date: ***1991***

c) Price: ***$11.00***

d) Address: ***Paradigm Publishing International***
7500 Flying Cloud Drive
Eden Prairie, MN 55344
Telephone: (612) 546-8689

e) Value: ***This workbook serves as a good resource for a basic writing program for students with an interest in a career in business.***

II. FORMAT OF MATERIALS: Workbook

III. COMMENTS

Adult learners who participated in the field test, find WRITING FOR WORKPLACE SUCCESS an enjoyable approach to learning basic writing. The entire text utilizes tasks associated with working in an office, such as: writing memos and informal messages, writing business letters and completing forms.

Key concepts, highlighted in blue, are easy to follow. The proper use of space created an attractive, comprehensible format. Even though this text does not provide measurable reinforcement in grammar, it is highly recommended for an adult learner at the intermediate level.

Readability level __ II, Grade 7 (Fry)

CHECKLIST FOR EVALUATING INSTRUCTIONAL MATERIALS

(Strong - S Adequate - *A* Weak - *W* Non-applicable - *N/A*)

	S	A	W	N/A
GOALS AND OBJECTIVES				
1. Purpose and rationale fully explained	X			
2. Goals and objectives clearly identified		X		
3. Content directed to stated goals and objectives		X		
4. Procedures include ways to determine students' readiness			X	
5. Assessment of student achievement included			X	
VALIDITY				
6. Authors appear to be qualified	X			
7. Materials have been field-tested	X			
8. Evaluation of materials used	X			
CONTENT OF MATERIALS				
9. Concepts well developed and sequentially developed		X		
10. No confusing and/or conflicting concepts		X		
11. Skills sequenced, introduced and reviewed		X		
12. Major points clearly identified		X		
13. Audio-visual elements integrated				X
14. Reading level is appropriate for student in this program	X			
15. Materials can be worked with independently or with minimum help	X			
16. Content will stimulate and challenge students	X			
OBJECTIVITY				
17. Information is factual	X			
18. No racial, sexual, or religious biases	X			
19. Portrayal of racial, religious, and ethnic groups, builds understanding, appreciation, and acceptance		X		
COMPONENTS AND ORGANIZATION				
20. Materials not too large, bulky or complex	X			
21. Materials are relatively easy to use	X			
22. Special inservice training is required				X
23. Materials are well designed and packaged	X			
24. Materials are reasonably priced	X			
TEACHER MATERIALS				
25. Adequate teacher guides or manuals provided				X
26. Provision for teacher-student interaction	X			
27. Suggestions and instructions for meeting needs of students of varying levels are included			X	
28. Includes suggestions for related learning activities			X	
SUMMARY AND RECOMMENDATIONS				
29. Materials would make a significant addition to the classroom	X			
30. Materials do what they are intended to do		X		
31. I recommend the purchase of these materials		X		

MATERIAL EVALUATION

I. GENERAL INFORMATION

a) Name:	*WRITING FOR THE WORLD OF WORK*
b) Copyright Date:	*1989*
c) Price:	*$6.95*
d) Address:	*Educational Design, Inc.* *47 West 13 Street* *New York, NY 10011* *Telephone: (800) 221-9372*
e) Value:	*With this text and a variety of actual forms, the learner will become well versed in business forms.*

II. FORMAT OF MATERIALS: *Workbook*

II. COMMENTS

WRITING FOR THE WORLD OF WORK provides the learner with instruction and practice in filling out the following forms: job applications, application for a social security card, W-4s, time sheets, health insurance forms, bank signature cards, bank deposit and withdrawal slips, personal checks and check register stubs. The learner will receive instruction and practice in writing a business letter, a cover letter and a resume. Included in this section is instruction on correctly writing addresses and their abbreviations.

The following very practical topics are covered: establishing index files with cross references, completing a petty cash voucher, completing a message and reply memo, filling out receipts, completing work and purchase orders, filling out shipping and packing labels and processing received records.

The instructions and practice exercises in this book are clear. The pages are not crowded. The skills taught are essential for all adults, whether they are employed or not. With this text and a variety of actual forms, a learner will become well versed in business forms.

Readability level __ II, Grade 7 (Fry)

CHECKLIST FOR EVALUATING INSTRUCTIONAL MATERIALS
*(Strong - **S** Adequate - **A** Weak - **W** Non-applicable - **N/A**)*

	S	A	W	N/A
GOALS AND OBJECTIVES				
1. Purpose and rationale fully explained				x
2. Goals and objectives clearly identified				x
3. Content directed to stated goals and objectives				x
4. Procedures include ways to determine students' readiness				x
5. Assessment of student achievement included				x
VALIDITY				
6. Authors appear to be qualified				x
7. Materials have been field-tested				x
8. Evaluation of materials used				x
CONTENT OF MATERIALS				
9. Concepts well developed and sequentially developed		x		
10. No confusing and/or conflicting concepts		x		
11. Skills sequenced, introduced and reviewed				x
12. Major points clearly identified	x			
13. Audio-visual elements integrated				x
14. Reading level is appropriate for student in this program	x			
15. Materials can be worked with independently or with minimum help	x			
16. Content will stimulate and challenge students	x			
OBJECTIVITY				
17. Information is factual	x			
18. No racial, sexual, or religious biases	x			
19. Portrayal of racial, religious, and ethnic groups, builds understanding, appreciation, and acceptance	x			
COMPONENTS AND ORGANIZATION				
20. Materials not too large, bulky or complex	x			
21. Materials are relatively easy to use	x			
22. Special inservice training is required				x
23. Materials are well designed and packaged		x		
24. Materials are reasonably priced				x
TEACHER MATERIALS				
25. Adequate teacher guides or manuals provided				x
26. Provision for teacher-student interaction				x
27. Suggestions and instructions for meeting needs of students of varying levels are included				x
28. Includes suggestions for related learning activities				x
SUMMARY AND RECOMMENDATIONS				
29. Materials would make a significant addition to the classroom	x			
30. Materials do what they are intended to do		x		
31. I recommend the purchase of these materials	x			

COPING/SURVIVAL SKILLS

MATERIAL EVALUATION

I. GENERAL INFORMATION

a) Name: *DEVELOPING SELF-ESTEEM: A POSITIVE GUIDE FOR PERSONAL SUCCESS*

b) Copyright Date: *1989*

c) Price: *$7.16*

d) Address:
Crisp Publications, Inc.
1200 Hamilton Court
Menlo Park, CA 94025
Telephone: (800) 442-7477

e) Value: *This is a self- study guide with proven techniques for enhancing self-esteem at home and at work. It was developed specifically for adults.*

II. FORMAT OF MATERIALS: *Workbook*

III. COMMENTS

This workbook is full of short but informative exercises that allow the learner to gather information about themselves. The information acts as a catalyst to empowerment.

The book is divided into two broad areas: 1) How to Believe in Yourself and Others, and 2) How to Make What You Want to Happen Come True. Within the seven sections of the book, the learner discovers what is self-esteem, how to begin to feel comfortable with change, and how to create a positive belief system. Also included in the text are activities that will assist the learners in identifying their strengths, setting goals, and taking responsibility for what they want.

This workbook is a good supplement to SCANS and/or other life skills development. resources. Activities can also be done independent of one another, although the intent of the authors is that an individual complete the entire workbook.

The learners can also complete and score most activities themselves.

DEVELOPING SELF-ESTEEM comes from "A Fifty-Minute Series" which covers a variety of self-development topics. Some of these workbooks will also include a video. This series is also available in other languages.

Readability level __ III, Grade 9 (Fry)

CHECKLIST FOR EVALUATING INSTRUCTIONAL MATERIALS

(*Strong* - *S* Adequate - *A* Weak - *W* Non-applicable - *N/A*)

	S	A	W	N/A
GOALS AND OBJECTIVES				
1. Purpose and rationale fully explained		X		
2. Goals and objectives clearly identified	X			
3. Content directed to stated goals and objectives		X		
4. Procedures include ways to determine students' readiness				X
5. Assessment of student achievement included				X
VALIDITY				
6. Authors appear to be qualified	X			
7. Materials have been field-tested		X		
8. Evaluation of materials used				X
CONTENT OF MATERIALS				
9. Concepts well developed and sequentially developed		X		
10. No confusing and/or conflicting concepts		X		
11. Skills sequenced, introduced and reviewed				X
12. Major points clearly identified		X		
13. Audio-visual elements integrated				X
14. Reading level is appropriate for student in this program	X			
15. Materials can be worked with independently or with minimum help	X			
16. Content will stimulate and challenge students		X		
OBJECTIVITY				
17. Information is factual				X
18. No racial, sexual, or religious biases		X		
19. Portrayal of racial, religious, and ethnic groups, builds understanding, appreciation, and acceptance				X
COMPONENTS AND ORGANIZATION				
20. Materials not too large, bulky or complex	X			
21. Materials are relatively easy to use	X			
22. Special inservice training is required				X
23. Materials are well designed and packaged		X		
24. Materials are reasonably priced	X			
TEACHER MATERIALS				
25. Adequate teacher guides or manuals provided				X
26. Provision for teacher-student interaction				X
27. Suggestions and instructions for meeting needs of students of varying levels are included			X	
28. Includes suggestions for related learning activities		X		
SUMMARY AND RECOMMENDATIONS				
29. Materials would make a significant addition to the classroom		X		
30. Materials do what they are intended to do		X		
31. I recommend the purchase of these materials		X		

MATERIAL EVALUATION

I. GENERAL INFORMATION

a) Name:	HOW TO BUILD YOUR SELF-ESTEEM
b) Copyright Date:	1993
c) Price:	$6.25
d) Address:	South-Western Publishing Company 5101 Madison Road Cincinnati, Ohio 45227 Telephone: (800) 543-7972
e) Value:	This book provides practical techniques for helping adults build self-esteem.

II. FORMAT OF MATERIALS:

Workbook
Teacher's Guide

III. COMMENTS

By helping adult students see the difference between self-image and self-esteem, this book aids them in changing negative patterns of thinking about themselves into positive patterns of thinking about themselves. The commitment and discipline needed to sustain positive patterns are also discussed.

The book presents a realistic approach to the subject. HOW TO BUILD YOUR SELF-ESTEEM defines the negative "should" statements, overgeneralizations, labeling, fortune telling, and catastrophizing that lead to low self-esteem. Using a step-by-step method, it aids students in avoiding negative thinking and developing positive self-talk.

Adult students who field-tested this book felt that its use was worthwhile as it helped them increase their self-esteem through developing habits of positive thinking.

Readability level __ II, Grade 7 (Fry)

CHECKLIST FOR EVALUATING INSTRUCTIONAL MATERIALS

(Strong - **S** Adequate - **A** Weak - **W** Non-applicable - **N/A**)

	S	A	W	N/A
GOALS AND OBJECTIVES				
1. Purpose and rationale fully explained	X			
2. Goals and objectives clearly identified	X			
3. Content directed to stated goals and objectives	X			
4. Procedures include ways to determine students' readiness				X
5. Assessment of student achievement included	X			
VALIDITY				
6. Authors appear to be qualified	X			
7. Materials have been field-tested				X
8. Evaluation of materials used				X
CONTENT OF MATERIALS				
9. Concepts well developed and sequentially developed	X			
10. No confusing and/or conflicting concepts	X			
11. Skills sequenced, introduced and reviewed	X			
12. Major points clearly identified	X			
13. Audio-visual elements integrated				X
14. Reading level is appropriate for student in this program	X			
15. Materials can be worked with independently or with minimum help	X			
16. Content will stimulate and challenge students	X			
OBJECTIVITY				
17. Information is factual	X			
18. No racial, sexual, or religious biases	X			
19. Portrayal of racial, religious, and ethnic groups, builds understanding, appreciation, and acceptance	X			
COMPONENTS AND ORGANIZATION				
20. Materials not too large, bulky or complex	X			
21. Materials are relatively easy to use	X			
22. Special inservice training is required				X
23. Materials are well designed and packaged	X			
24. Materials are reasonably priced		X		
TEACHER MATERIALS				
25. Adequate teacher guides or manuals provided	X			
26. Provision for teacher-student interaction	X			
27. Suggestions and instructions for meeting needs of students of varying levels are included			X	
28. Includes suggestions for related learning activities	X			
SUMMARY AND RECOMMENDATIONS				
29. Materials would make a significant addition to the classroom	X			
30. Materials do what they are intended to do	X			
31. I recommend the purchase of these materials	X			

MATERIAL EVALUATION

I. GENERAL INFORMATION

a) Name: LITERACY IN LIFESKILLS: BOOKS 1 AND 2

b) Copyright Date: 1992

c) Price: $10.00 each

d) Address:
Heinle & Heinle Publishers
20 Park Plaza
Boston, MA 02116
Telephone: (800) 237-0053

e) Value: These workbooks (2) are basic primers for beginning ABE students. The content deals with such topics as numbers, alphabet and basic money management.

II. FORMAT OF MATERIALS: Workbook

III. COMMENTS

LITERACY IN LIFESKILLS is a series of two workbooks that deals with rudimentary skills in Adult Basic Education. LIFESKILLS I focuses on upper case alphabet, numbers 1-100, and life skills, such as figuring out the calendar and addresses (for application purposes). While being a continuation and reinforcement of LIFESKILLS I, LIFESKILLS II incorporates the topics of lower case letters, time, money, feelings and emergency health measures.

The text's format is clear and concise. Large print is enhanced by drawings, complete with worksheets. These workbooks are a valuable resource for the ABE classroom library.

Readability level __ Books I & 2, I, Grade 2 (Fry)

CHECKLIST FOR EVALUATING INSTRUCTIONAL MATERIALS

(Strong - S Adequate - *A* Weak - *W* Non-applicable - *N/A)*

	S	A	W	N/A
GOALS AND OBJECTIVES				
1. Purpose and rationale fully explained			X	
2. Goals and objectives clearly identified			X	
3. Content directed to stated goals and objectives			X	
4. Procedures include ways to determine students' readiness		X		
5. Assessment of student achievement included			X	
VALIDITY				
6. Authors appear to be qualified	X			
7. Materials have been field-tested	X			
8. Evaluation of materials used	X			
CONTENT OF MATERIALS				
9. Concepts well developed and sequentially developed	X			
10. No confusing and/or conflicting concepts	X			
11. Skills sequenced, introduced and reviewed	X			
12. Major points clearly identified	X			
13. Audio-visual elements integrated				X
14. Reading level is appropriate for student in this program	X			
15. Materials can be worked with independently or with minimum help	X			
16. Content will stimulate and challenge students	X			
OBJECTIVITY				
17. Information is factual	X			
18. No racial, sexual, or religious biases	X			
19. Portrayal of racial, religious, and ethnic groups, builds understanding, appreciation, and acceptance	X			
COMPONENTS AND ORGANIZATION				
20. Materials not too large, bulky or complex	X			
21. Materials are relatively easy to use	X			
22. Special inservice training is required				X
23. Materials are well designed and packaged	X			
24. Materials are reasonably priced	X			
TEACHER MATERIALS				
25. Adequate teacher guides or manuals provided				X
26. Provision for teacher-student interaction			X	
27. Suggestions and instructions for meeting needs of students of varying levels are included			X	
28. Includes suggestions for related learning activities			X	
SUMMARY AND RECOMMENDATIONS				
29. Materials would make a significant addition to the classroom	X			
30. Materials do what they are intended to do	X			
31. I recommend the purchase of these materials		X		

MATERIAL EVALUATION

I. GENERAL INFORMATION

a) Name:	*PROBLEM SOLVING*
b) Copyright Date:	*1993*
c) Price:	*$6.25*
d) Address:	*South-Western Publishing Company* *5101 Madison Road* *Cincinnati, Ohio 45227* *Telephone: (800) 543-7972*
e) Value:	*This book is helpful as students identify problems and learn strategies for problem solving.*

II. FORMAT OF MATERIALS:	*Workbook* *Teacher's Guide*

III. COMMENTS

PROBLEM SOLVING is a text-workbook which helps students understand problems they may face as adults by describing typical responses to problems and the likely outcomes of each response. It discusses the problem solving process of defining the problem, identifying its cause, brainstorming alternatives, and evaluating the alternatives. The book provides scenarios for student practice.

The book approaches problem solving in a practical, clearly articulated manner. Exercises are contemporary and relevant to today's adult in both personal and work areas. Students enjoyed working from this book and used it often as a springboard for further discussion.

Readability level __ II, Grade 7 (Fry)

CHECKLIST FOR EVALUATING INSTRUCTIONAL MATERIALS

(Strong - S Adequate - *A* Weak - *W* Non-applicable - *N/A*)

	S	A	W	N/A
GOALS AND OBJECTIVES				
1. Purpose and rationale fully explained	X			
2. Goals and objectives clearly identified	X			
3. Content directed to stated goals and objectives	X			
4. Procedures include ways to determine students' readiness				X
5. Assessment of student achievement included	X			
VALIDITY				
6. Authors appear to be qualified	X			
7. Materials have been field-tested				X
8. Evaluation of materials used				X
CONTENT OF MATERIALS				
9. Concepts well developed and sequentially developed	X			
10. No confusing and/or conflicting concepts	X			
11. Skills sequenced, introduced and reviewed				X
12. Major points clearly identified	X			
13. Audio-visual elements integrated	X			
14. Reading level is appropriate for student in this program	X			
15. Materials can be worked with independently or with minimum help	X			
16. Content will stimulate and challenge students	X			
OBJECTIVITY				
17. Information is factual	X			
18. No racial, sexual, or religious biases	X			
19. Portrayal of racial, religious, and ethnic groups, builds understanding, appreciation, and acceptance	X			
COMPONENTS AND ORGANIZATION				
20. Materials not too large, bulky or complex	X			
21. Materials are relatively easy to use	X			
22. Special inservice training is required				X
23. Materials are well designed and packaged	X			
24. Materials are reasonably priced		X		
TEACHER MATERIALS				
25. Adequate teacher guides or manuals provided	X			
26. Provision for teacher-student interaction	X			
27. Suggestions and instructions for meeting needs of students of varying levels are included			X	
28. Includes suggestions for related learning activities	X			
SUMMARY AND RECOMMENDATIONS				
29. Materials would make a significant addition to the classroom	X			
30. Materials do what they are intended to do	X			
31. I recommend the purchase of these materials	X			

MATERIAL EVALUATION

I. GENERAL INFORMATION

a) Name: SELF-ESTEEM AND GETTING AHEAD

b) Copyright Date: 1992

c) Price: $9.50

d) Address:
South-Western Publishing Company
5101 Madison Road
Cincinnati, Ohio 45227-1427
Telephone: (800) 543-7972

e) Value: The text gives students tools to create the life experience they want.

II. FORMAT OF MATERIALS:

Book
Workbook
Teacher's Guide

III. COMMENTS

SELF-ESTEEM AND GETTING AHEAD is one of five life skills books in this publisher's Life Series Program. Each book attempts to develop skills that relate to the student's personal and employment goals.

This book will receive high marks from teachers because it very effectively reaches its stated goals. It takes the student step-by-step through understanding and building self-esteem. Some of the units presented include "Negative Thinking," "Mistaken Beliefs," and "Perfectionism."

There are, however, two drawbacks to this book. The first drawback is its limited use due to the relatively high reading level. The second drawback is its inability to maintain student interest since it is not directly related to GED preparation.

Readability level __ II, Grade 8 (Fry)

CHECKLIST FOR EVALUATING INSTRUCTIONAL MATERIALS
(Strong - S   Adequate - A   Weak - W   Non-applicable - N/A)

	S	A	W	N/A
GOALS AND OBJECTIVES				
1. Purpose and rationale fully explained	X			
2. Goals and objectives clearly identified	X			
3. Content directed to stated goals and objectives	X			
4. Procedures include ways to determine students' readiness			X	
5. Assessment of student achievement included	X			
VALIDITY				
6. Authors appear to be qualified	X			
7. Materials have been field-tested				X
8. Evaluation of materials used				X
CONTENT OF MATERIALS				
9. Concepts well developed and sequentially developed	X			
10. No confusing and/or conflicting concepts	X			
11. Skills sequenced, introduced and reviewed	X			
12. Major points clearly identified	X			
13. Audio-visual elements integrated	X			
14. Reading level is appropriate for student in this program	X			
15. Materials can be worked with independently or with minimum help	X			
16. Content will stimulate and challenge students	X			
OBJECTIVITY				
17. Information is factual	X			
18. No racial, sexual, or religious biases	X			
19. Portrayal of racial, religious, and ethnic groups, builds understanding, appreciation, and acceptance	X			
COMPONENTS AND ORGANIZATION				
20. Materials not too large, bulky or complex	X			
21. Materials are relatively easy to use	X			
22. Special inservice training is required				X
23. Materials are well designed and packaged	X			
24. Materials are reasonably priced		X		
TEACHER MATERIALS				
25. Adequate teacher guides or manuals provided	X			
26. Provision for teacher-student interaction			X	
27. Suggestions and instructions for meeting needs of students of varying levels are included			X	
28. Includes suggestions for related learning activities			X	
SUMMARY AND RECOMMENDATIONS				
29. Materials would make a significant addition to the classroom			X	
30. Materials do what they are intended to do	X			
31. I recommend the purchase of these materials			X	

MATERIAL EVALUATION

I. GENERAL INFORMATION

a) Name: THE VALUES LIBRARY

b) Copyright Date: 1993

c) Price: $5.59

d) Address:
Rosen Publishing
29 East 21st Street
New York, NY 10010
Telephone: (212) 777-3017

e) Value: In addition to providing students with examples of values clarification, the topics can serve as stimulus for class discussion and writing exercises.

II. FORMAT OF MATERIALS: Book series

III. COMMENTS

This series is comprised of five books, each focusing on an essential human value; i.e., compassion, cooperation, honesty, morality, and responsibility. The books are written for young adults who are reading at levels 4.0 - 8.0. Each contains examples of real-life situations involving value judgments. Black and white, as well as color photos help illustrate the topics. At the end of each book is a conclusion summarizing the main points, a glossary of new terms, and an index.

The teacher's guide is extremely helpful. It provides objectives for each book, an overview of the main points, activities to foster critical thinking, suggested activities for individual or group work, and writing exercises.

This series is excellent for stimulating discussion after reading. The students can relate the concepts to their own personal lives. Along with practicing reading and writing skills, students have the opportunity to practice problem-solving skills. These books offer a welcome change from the traditional textbook and workbook format.

Readability level __ II, Grade 4-8 (Fry)

CHECKLIST FOR EVALUATING INSTRUCTIONAL MATERIALS

*(Strong - **S** Adequate - **A** Weak - **W** Non-applicable - **N/A**)*

	S	A	W	N/A
GOALS AND OBJECTIVES				
1. Purpose and rationale fully explained	X			
2. Goals and objectives clearly identified	X			
3. Content directed to stated goals and objectives	X			
4. Procedures include ways to determine students' readiness				X
5. Assessment of student achievement included				X
VALIDITY				
6. Authors appear to be qualified	X			
7. Materials have been field-tested				X
8. Evaluation of materials used				X
CONTENT OF MATERIALS				
9. Concepts well developed and sequentially developed		X		
10. No confusing and/or conflicting concepts		X		
11. Skills sequenced, introduced and reviewed				X
12. Major points clearly identified		X		
13. Audio-visual elements integrated				X
14. Reading level is appropriate for student in this program		X		
15. Materials can be worked with independently or with minimum help		X		
16. Content will stimulate and challenge students	X			
OBJECTIVITY				
17. Information is factual	X			
18. No racial, sexual, or religious biases	X			
19. Portrayal of racial, religious, and ethnic groups, builds understanding, appreciation, and acceptance	X			
COMPONENTS AND ORGANIZATION				
20. Materials not too large, bulky or complex	X			
21. Materials are relatively easy to use	X			
22. Special inservice training is required				X
23. Materials are well designed and packaged	X			
24. Materials are reasonably priced		X		
TEACHER MATERIALS				
25. Adequate teacher guides or manuals provided	X			
26. Provision for teacher-student interaction	X			
27. Suggestions and instructions for meeting needs of students of varying levels are included			X	
28. Includes suggestions for related learning activities	X			
SUMMARY AND RECOMMENDATIONS				
29. Materials would make a significant addition to the classroom	X			
30. Materials do what they are intended to do	X			
31. I recommend the purchase of these materials	X			

MATERIAL EVALUATION

I. GENERAL INFORMATION

a) Name: *UNDERSTANDING SELF-ESTEEM: YOUR KEY TO SUCCESS*

b) Copyright Date: *1992*
c) Price: *$6.25*
d) Address: *South-Western Publishing Company*
5101 Madison Road
Cincinnati, Ohio 45227
Telephone: (800) 543-7972

e) Value: *This book helps the student understand and develop self-esteem.*

II. FORMAT OF MATERIALS:

Workbook
Teacher's Guide

III. COMMENTS

The basic message of this book is that, "judgment kills self-esteem." Through a series of readings and student activities, the adult learner becomes aware of the following judgments: comparisons, prejudices, self-doubt and inadequacy. Tools for dealing with these feelings are presented. Activities for raising self-esteem are suggested in sections called "Lift Your Spirits."

The book approaches the topic in a non-emotional manner by presenting concrete information. Students with whom the book was field-tested enjoyed working through the four sections titled "The Rise and Fall of Self-Esteem," "Where Does Self-Esteem Come From?", "Comparisons and Your Self-Esteem," and "Know Your Values." They expressed that they learned more about themselves and the others in their lives as they worked through this book.

Readability level __ II, Grade 8 (Fry)

CHECKLIST FOR EVALUATING INSTRUCTIONAL MATERIALS
(Strong - S Adequate - *A* Weak - *W* Non-applicable - *N/A)*

	S	A	W	N/A
GOALS AND OBJECTIVES				
1. Purpose and rationale fully explained	X			
2. Goals and objectives clearly identified	X			
3. Content directed to stated goals and objectives	X			
4. Procedures include ways to determine students' readiness				X
5. Assessment of student achievement included	X			
VALIDITY				
6. Authors appear to be qualified	X			
7. Materials have been field-tested				X
8. Evaluation of materials used				X
CONTENT OF MATERIALS				
9. Concepts well developed and sequentially developed	X			
10. No confusing and/or conflicting concepts	X			
11. Skills sequenced, introduced and reviewed	X			
12. Major points clearly identified	X			
13. Audio-visual elements integrated				X
14. Reading level is appropriate for student in this program	X			
15. Materials can be worked with independently or with minimum help	X			
16. Content will stimulate and challenge students	X			
OBJECTIVITY				
17. Information is factual	X			
18. No racial, sexual, or religious biases	X			
19. Portrayal of racial, religious, and ethnic groups, builds understanding, appreciation, and acceptance	X			
COMPONENTS AND ORGANIZATION				
20. Materials not too large, bulky or complex	X			
21. Materials are relatively easy to use	X			
22. Special inservice training is required				X
23. Materials are well designed and packaged	X			
24. Materials are reasonably priced		X		
TEACHER MATERIALS				
25. Adequate teacher guides or manuals provided	X			
26. Provision for teacher-student interaction	X			
27. Suggestions and instructions for meeting needs of students of varying levels are included			X	
28. Includes suggestions for related learning activities	X			
SUMMARY AND RECOMMENDATIONS				
29. Materials would make a significant addition to the classroom	X			
30. Materials do what they are intended to do	X			
31. I recommend the purchase of these materials	X			

CRITICAL THINKING

MATERIAL EVALUATION

I. GENERAL INFORMATION

a) Name:	CRITICAL READING FOR PROFICIENCY: BOOKS 1 & 2
b) Copyright Date:	1991
c) Price:	$4.85 each
d) Address:	Educational Design, Inc. 47 West 13 Street New York, NY 10011 Telephone: (800) 221-9372
e) Value:	This material assists in the development of critical reading skills necessary for success in the GED program.

II. FORMAT OF MATERIALS: Workbook

III. COMMENTS

Dr. Stuart Margulies' books CRITICAL READING FOR PROFICIENCY: Level 1 and Level 2 are intended to assist the student in developing critical reading skill. Critical reading skill is defined as the "kind of reading you must do if you wish to fully understand a piece of writing." The books are intended to take the student beyond the stage of just mechanical decoding and move them to one of understanding what is read.

The books are divided by topics. Each topic is given a short, clear explanation, followed by an example, with an explanation of the example. The following topics are included: main idea, irrelevant details, supporting details, best titles, sequencing, cause and effect, characters' motives, character description, author's point of view, fact versus opinions, drawing conclusions, making judgments, predicting outcomes, comparisons, paragraph development, outlining, word meaning for context, reading instructions, and sequencing of events.

Students often request texts that include both answers and explanations of the answers. Students with a goal of obtaining a GED need to practice all the skills presented in these books in preparation for GED level reading.

Readability level __ II, Grade 7 (Fry), Book 1
__ II, Grade 8 (Fry), Book 2

CHECKLIST FOR EVALUATING INSTRUCTIONAL MATERIALS

(Strong - S Adequate - A Weak - W Non-applicable - N/A)

	S	A	W	N/A
GOALS AND OBJECTIVES				
1. Purpose and rationale fully explained			X	
2. Goals and objectives clearly identified			X	
3. Content directed to stated goals and objectives				X
4. Procedures include ways to determine students' readiness				X
5. Assessment of student achievement included		X		
VALIDITY				
6. Authors appear to be qualified	X			
7. Materials have been field-tested				X
8. Evaluation of materials used				X
CONTENT OF MATERIALS				
9. Concepts well developed and sequentially developed		X		
10. No confusing and/or conflicting concepts		X		
11. Skills sequenced, introduced and reviewed		X		
12. Major points clearly identified	X			
13. Audio-visual elements integrated				X
14. Reading level is appropriate for student in this program	X			
15. Materials can be worked with independently or with minimum help	X			
16. Content will stimulate and challenge students		X		
OBJECTIVITY				
17. Information is factual	X			
18. No racial, sexual, or religious biases				X
19. Portrayal of racial, religious, and ethnic groups, builds understanding, appreciation, and acceptance				X
COMPONENTS AND ORGANIZATION				
20. Materials not too large, bulky or complex	X			
21. Materials are relatively easy to use	X			
22. Special inservice training is required				X
23. Materials are well designed and packaged		X		
24. Materials are reasonably priced	X			
TEACHER MATERIALS				
25. Adequate teacher guides or manuals provided				X
26. Provision for teacher-student interaction				X
27. Suggestions and instructions for meeting needs of students of varying levels are included				X
28. Includes suggestions for related learning activities				X
SUMMARY AND RECOMMENDATIONS				
29. Materials would make a significant addition to the classroom	X			
30. Materials do what they are intended to do		X		
31. I recommend the purchase of these materials	X			

MATERIAL EVALUATION

I. GENERAL INFORMATION

a) Name:	PROBLEM SOLVING AND DECISION MAKING
b) Copyright Date:	1992
c) Price:	$6.95
d) Address:	South-Western Publishing Co. 5101 Madison Road Cincinnati, Ohio 45227-1427 Telephone: (800) 543-7972
e) Value:	This material provides students with a step-by-step approach to solving problems and making decisions.

II. FORMAT OF MATERIALS:

Book
Workbook
Teacher's Guide

III. COMMENTS

PROBLEM SOLVING AND DECISION MAKING is one of five life skills books in this publisher's Life Series Program. Each book attempts to develop skills that will be relevant to the student's personal and job-related goals.

This book will receive high marks from teachers. It takes the student step-by-step through the problem-solving and decision-making process, i.e., defining the problem, finding what causes the problem, and brainstorming alternatives.

There are, however, drawbacks to recommending this book. Because the reading level is fairly difficult, only the higher level students were able to use the book effectively. Also, since the content is not directly GED related, most students lost their motivation in dealing with the material fairly quickly.

Readability level __ II, Grade 6 (Fry)

CHECKLIST FOR EVALUATING INSTRUCTIONAL MATERIALS

(Strong - S Adequate - A Weak - W Non-applicable - N/A)

	S	A	W	N/A
GOALS AND OBJECTIVES				
1. Purpose and rationale fully explained	X			
2. Goals and objectives clearly identified	X			
3. Content directed to stated goals and objectives	X			
4. Procedures include ways to determine students' readiness			X	
5. Assessment of student achievement included	X			
VALIDITY				
6. Authors appear to be qualified	X			
7. Materials have been field-tested				X
8. Evaluation of materials used				X
CONTENT OF MATERIALS				
9. Concepts well developed and sequentially developed	X			
10. No confusing and/or conflicting concepts	X			
11. Skills sequenced, introduced and reviewed	X			
12. Major points clearly identified	X			
13. Audio-visual elements integrated	X			
14. Reading level is appropriate for student in this program	X			
15. Materials can be worked with independently or with minimum help	X			
16. Content will stimulate and challenge students	X			
OBJECTIVITY				
17. Information is factual	X			
18. No racial, sexual, or religious biases	X			
19. Portrayal of racial, religious, and ethnic groups, builds understanding, appreciation, and acceptance	X			
COMPONENTS AND ORGANIZATION				
20. Materials not too large, bulky or complex	X			
21. Materials are relatively easy to use	X			
22. Special inservice training is required				X
23. Materials are well designed and packaged	X			
24. Materials are reasonably priced		X		
TEACHER MATERIALS				
25. Adequate teacher guides or manuals provided	X			
26. Provision for teacher-student interaction			X	
27. Suggestions and instructions for meeting needs of students of varying levels are included			X	
28. Includes suggestions for related learning activities			X	
SUMMARY AND RECOMMENDATIONS				
29. Materials would make a significant addition to the classroom			X	
30. Materials do what they are intended to do	X			
31. I recommend the purchase of these materials			X	

MATERIAL EVALUATION

I. GENERAL INFORMATION

a) Name:	READING AND CRITICAL THINKING IN THE CONTENT AREAS
b) Copyright Date:	1988
c) Price: $	4.50
d) Address:	Contemporary Books, Inc. 180 N. Michigan Avenue Chicago, IL. 60601 Telephone: (800) 621-1918
e) Value:	This text is useful for the intermediate learner who is developing analytical skills.

II. FORMAT OF MATERIALS: Workbook

III. COMMENTS

The stories were clever and thought provoking. They would also interest the adult reader.

Clear directions were given on how to read critically by using the "Who, What, Where, When and Why" approach. Using these techniques greatly enhances comprehension skills.

Opportunities for writing are also provided at the end of each passage. Thought provoking questions are asked.

The critical thinking skills which are introduced in the second half of this book are excellent. Students are taught about "author bias" and key words to watch for, such as "In my opinion . . . ." This book would make an excellent addition to all adult classrooms!

Readability level __ II, Grade 7 (Fry)

CHECKLIST FOR EVALUATING INSTRUCTIONAL MATERIALS

(Strong - S Adequate - A Weak - W Non-applicable - N/A)

	S	A	W	N/A
GOALS AND OBJECTIVES				
1. Purpose and rationale fully explained		X		
2. Goals and objectives clearly identified		X		
3. Content directed to stated goals and objectives		X		
4. Procedures include ways to determine students' readiness				X
5. Assessment of student achievement included		X		
VALIDITY				
6. Authors appear to be qualified	X			
7. Materials have been field-tested				X
8. Evaluation of materials used				X
CONTENT OF MATERIALS				
9. Concepts well developed and sequentially developed	X			
10. No confusing and/or conflicting concepts		X		
11. Skills sequenced, introduced and reviewed		X		
12. Major points clearly identified	X			
13. Audio-visual elements integrated		X		
14. Reading level is appropriate for student in this program	X			
15. Materials can be worked with independently or with minimum help		X		
16. Content will stimulate and challenge students	X			
OBJECTIVITY				
17. Information is factual	X			
18. No racial, sexual, or religious biases		X		
19. Portrayal of racial, religious, and ethnic groups, builds understanding, appreciation, and acceptance		X		
COMPONENTS AND ORGANIZATION				
20. Materials not too large, bulky or complex	X			
21. Materials are relatively easy to use	X			
22. Special inservice training is required				X
23. Materials are well designed and packaged	X			
24. Materials are reasonably priced	X			
TEACHER MATERIALS				
25. Adequate teacher guides or manuals provided				X
26. Provision for teacher-student interaction	X			
27. Suggestions and instructions for meeting needs of students of varying levels are included				X
28. Includes suggestions for related learning activities				X
SUMMARY AND RECOMMENDATIONS				
29. Materials would make a significant addition to the classroom	X			
30. Materials do what they are intended to do	X			
31. I recommend the purchase of these materials	X			

MATERIAL EVALUATION

I. GENERAL INFORMATION

a) Name: THINKING SKILLS IN THE LANGUAGE ARTS

b) Copyright Date: 1990

c) Price: $6.55

d) Address: Educational Design, Inc.
47 West 13 Street
New York, NY 10011
Telephone: (800) 221-9372
(212) 255-7900

e) Value: This text is useful for the intermediate student who is developing analytical language skills.

II. FORMAT OF MATERIALS: Workbook

III. COMMENTS

The authors, D. Barnes and A. Burgdorf present thinking skills as the theme of THINKING SKILLS IN THE LANGUAGE ARTS, BOOK 1. A variety of exercises are presented for the following topics; word meanings and word relationships, relationships between ideas, and logical relationships.

The text is divided into clearly labeled sections. Each section begins with a brief explanation of the objectives and the vocabulary necessary for the completion of the exercises. The text is in an exercise format, without answers or explanations of the answers. Each set of exercises becomes progressively difficult and suggests the student use a dictionary. The analogies presented give students practice with test-taking skills that appear on many current standardized tests.

Students with learning disabilities, such as dyslexia, might have particular difficulty with the scrambled words, scrambled sentences and anagrams presented in this book.

Readability level __ II, Grade 8

CHECKLIST FOR EVALUATING INSTRUCTIONAL MATERIALS

(Strong - S Adequate - **A** Weak - **W** Non-applicable - **N/A)**

GOALS AND OBJECTIVES

	S	A	W	N/A
1. Purpose and rationale fully explained				X
2. Goals and objectives clearly identified			X	
3. Content directed to stated goals and objectives		X		
4. Procedures include ways to determine students' readiness				X
5. Assessment of student achievement included				X

VALIDITY

	S	A	W	N/A
6. Authors appear to be qualified	X			
7. Materials have been field-tested				X
8. Evaluation of materials used				X

CONTENT OF MATERIALS

	S	A	W	N/A
9. Concepts well developed and sequentially developed		X		
10. No confusing and/or conflicting concepts		X		
11. Skills sequenced, introduced and reviewed				X
12. Major points clearly identified	X			
13. Audio-visual elements integrated				X
14. Reading level is appropriate for student in this program	X			
15. Materials can be worked with independently or with minimum help	X			
16. Content will stimulate and challenge students		X		

OBJECTIVITY

	S	A	W	N/A
17. Information is factual	X			
18. No racial, sexual, or religious biases	X			
19. Portrayal of racial, religious, and ethnic groups, builds understanding, appreciation, and acceptance				X

COMPONENTS AND ORGANIZATION

	S	A	W	N/A
20. Materials not too large, bulky or complex	X			
21. Materials are relatively easy to use	X			
22. Special inservice training is required				X
23. Materials are well designed and packaged	X			
24. Materials are reasonably priced	X			

TEACHER MATERIALS

	S	A	W	N/A
25. Adequate teacher guides or manuals provided				X
26. Provision for teacher-student interaction				X
27. Suggestions and instructions for meeting needs of students of varying levels are included				X
28. Includes suggestions for related learning activities				X

SUMMARY AND RECOMMENDATIONS

	S	A	W	N/A
29. Materials would make a significant addition to the classroom	X			
30. Materials do what they are intended to do	X			
31. I recommend the purchase of these materials	X			

ENGLISH

(GRAMMAR AND USAGE, WRITING, SPELLING)

MATERIAL EVALUATION

I. GENERAL INFORMATION

a) Name: ***BEGINNING COMPOSITION THROUGH PICTURES***

b) Copyright Date: ***1981***

c) Price: ***$7.93***

d) Address:

Addison-Wesley Publishing Group
Kingsbourne House
229/231 High Holborn
London, WC1V7DA
Telephone: (071) 405-4017

e) Value: ***This text is useful as an introduction to grammar for the beginning student.***

II. FORMAT OF MATERIALS: ***Workbook***

III. COMMENTS

This book, although designed for ESL students, could also be used in a literacy program for non-ESL students.

The simple format of using pictures with words and sentences introduces composition writing in a non-threatening manner.

Students are taught to properly use adjectives and verbs by actually writing a story.

Readability level __ I, Grade 4 (Fry)

CHECKLIST FOR EVALUATING INSTRUCTIONAL MATERIALS

*(Strong - **S**   Adequate - **A**   Weak - **W**   Non-applicable - **N/A**)*

	S	A	W	N/A
GOALS AND OBJECTIVES				
1. Purpose and rationale fully explained	X			
2. Goals and objectives clearly identified	X			
3. Content directed to stated goals and objectives	X			
4. Procedures include ways to determine students' readiness		X		
5. Assessment of student achievement included				X
VALIDITY				
6. Authors appear to be qualified		X		
7. Materials have been field-tested				X
8. Evaluation of materials used				X
CONTENT OF MATERIALS				
9. Concepts well developed and sequentially developed	X			
10. No confusing and/or conflicting concepts	X			
11. Skills sequenced, introduced and reviewed	X			
12. Major points clearly identified		X		
13. Audio-visual elements integrated				X
14. Reading level is appropriate for student in this program	X			
15. Materials can be worked with independently or with minimum help		X		
16. Content will stimulate and challenge students	X			
OBJECTIVITY				
17. Information is factual	X			
18. No racial, sexual, or religious biases				X
19. Portrayal of racial, religious, and ethnic groups, builds understanding, appreciation, and acceptance				X
COMPONENTS AND ORGANIZATION				
20. Materials not too large, bulky or complex	X			
21. Materials are relatively easy to use	X			
22. Special inservice training is required				X
23. Materials are well designed and packaged	X			
24. Materials are reasonably priced				X
TEACHER MATERIALS				
25. Adequate teacher guides or manuals provided				X
26. Provision for teacher-student interaction	X			
27. Suggestions and instructions for meeting needs of students of varying levels are included				X
28. Includes suggestions for related learning activities				X
SUMMARY AND RECOMMENDATIONS				
29. Materials would make a significant addition to the classroom	X			
30. Materials do what they are intended to do	X			
31. I recommend the purchase of these materials	X			

MATERIAL EVALUATION

I. GENERAL INFORMATION

a) Name:	EDITSCOPE (set of 6 programs)
b) Copyright Date:	1991
c) Price:	$1050.00
d) Address:	Aztec Software/ Computer Action Learning 24 Tulip Street Post Office Box 863 Summit, NJ 07902-0863 Telephone: (908) 273-7443
e) Value:	This material is useful in the development of editing, writing and proofreading skills.

II. FORMAT OF MATERIALS: Disk 3 1/2
IBM compatible

III. COMMENTS

EDITSCOPE is designed to improve editing, writing, and proofreading skills for support and supervisory personnel. This series consists of the following programs: "Diagnostic," "The Punctuator" and "The Proofreader." It is an excellent tool for an adult who needs to write regularly in a business setting. The diagnostic program requires one to two hours running time while the instructional programs can be managed within a typical class period.

The strengths of EDITSCOPE are as follows:

1. Clear, detailed explanations are provided concerning all aspects of writing. Everything from how much space to leave in the margins to when to use double quotation marks to eliminating the passive voice is covered.
2. Practice exercises all involve business documents.
3. Feedback is provided after each exercise. There is also a cumulative score kept for each program.
4. A pre-and posttest are included. The pretest is prescriptive.
5. The spelling program is particularly well done. It covers pronunciation and meaning of words, as well as spelling rules.

The weakness in this series involves the format of some of the exercises. Often, it takes two screens to present the information needed to complete the exercise. This means that the user must continually refer back to a prior screen which can get tiresome.

EDITSCOPE would be an excellent program for use in a business setting. The series could benefit teachers as a review of the rules of editing and clear writing. For most GED students, however, EDITSCOPE would be too technical and not appropriate.

Readability level _ III

CHECKLIST FOR EVALUATING INSTRUCTIONAL MATERIALS

(**Strong - S** Adequate - **A** Weak - **W** Non-applicable - **N/A**)

	S	A	W	N/A
GOALS AND OBJECTIVES				
1. Purpose and rationale fully explained	X			
2. Goals and objectives clearly identified	X			
3. Content directed to stated goals and objectives	X			
4. Procedures include ways to determine students' readiness	X			
5. Assessment of student achievement included	X			
VALIDITY				
6. Authors appear to be qualified	X			
7. Materials have been field-tested				X
8. Evaluation of materials used				X
CONTENT OF MATERIALS				
9. Concepts well developed and sequentially developed	X			
10. No confusing and/or conflicting concepts	X			
11. Skills sequenced, introduced and reviewed	X			
12. Major points clearly identified	X			
13. Audio-visual elements integrated				X
14. Reading level is appropriate for student in this program			X	
15. Materials can be worked with independently or with minimum help		X		
16. Content will stimulate and challenge students				X
OBJECTIVITY				
17. Information is factual	X			
18. No racial, sexual, or religious biases	X			
19. Portrayal of racial, religious, and ethnic groups, builds understanding, appreciation, and acceptance				X
COMPONENTS AND ORGANIZATION				
20. Materials not too large, bulky or complex				X
21. Materials are relatively easy to use	X			
22. Special inservice training is required				X
23. Materials are well designed and packaged	X			
24. Materials are reasonably priced	X			
TEACHER MATERIALS				
25. Adequate teacher guides or manuals provided				X
26. Provision for teacher-student interaction				X
27. Suggestions and instructions for meeting needs of students of varying levels are included			X	
28. Includes suggestions for related learning activities				X
SUMMARY AND RECOMMENDATIONS				
29. Materials would make a significant addition to the classroom		X		
30. Materials do what they are intended to do		X		
31. I recommend the purchase of these materials		X		

MATERIAL EVALUATION

I. GENERAL INFORMATION

a) Name: ELEMENTARY COMPOSITION PRACTICE BOOK 2

b) Copyright Date: 1979

c) Price: $15.95

d) Address:
Harper Collins Publishers, Inc.
10 East 53rd Street
New York, N.Y. 10022
Telephone: (212) 207-7000

e) Value: This material is useful to the beginning student in need of grammatical practice.

II. FORMAT OF MATERIALS: Workbook

III. COMMENTS

The workbook is sequentially designed, beginning with easier "fill in the blank" sections requiring one word and then progressing to filling in most of the sentence.

The print could definitely have been enlarged; however, it was spaced on the page in a manner that was not too difficult to read.

Much emphasis is placed on the verb tenses and usage, providing the students with necessary practice in this area.

Readability level __ I, Grade 3 (Fry)

CHECKLIST FOR EVALUATING INSTRUCTIONAL MATERIALS

(Strong - S Adequate - A Weak - W Non-applicable - N/A)

	S	A	W	N/A
GOALS AND OBJECTIVES				
1. Purpose and rationale fully explained		X		
2. Goals and objectives clearly identified		X		
3. Content directed to stated goals and objectives		X		
4. Procedures include ways to determine students' readiness		X		
5. Assessment of student achievement included				X
VALIDITY				
6. Authors appear to be qualified	X			
7. Materials have been field-tested				X
8. Evaluation of materials used				X
CONTENT OF MATERIALS				
9. Concepts well developed and sequentially developed	X			
10. No confusing and/or conflicting concepts	X			
11. Skills sequenced, introduced and reviewed	X			
12. Major points clearly identified	X			
13. Audio-visual elements integrated				X
14. Reading level is appropriate for student in this program	X			
15. Materials can be worked with independently or with minimum help	X			
16. Content will stimulate and challenge students	X			
OBJECTIVITY				
17. Information is factual	X			
18. No racial, sexual, or religious biases	X			
19. Portrayal of racial, religious, and ethnic groups, builds understanding, appreciation, and acceptance				X
COMPONENTS AND ORGANIZATION				
20. Materials not too large, bulky or complex	X			
21. Materials are relatively easy to use	X			
22. Special inservice training is required				X
23. Materials are well designed and packaged	X			
24. Materials are reasonably priced				X
TEACHER MATERIALS				
25. Adequate teacher guides or manuals provided				X
26. Provision for teacher-student interaction		X		
27. Suggestions and instructions for meeting needs of students of varying levels are included		X		
28. Includes suggestions for related learning activities				X
SUMMARY AND RECOMMENDATIONS				
29. Materials would make a significant addition to the classroom	X			
30. Materials do what they are intended to do	X			
31. I recommend the purchase of these materials	X			

MATERIAL EVALUATION

I. GENERAL INFORMATION

a) Name:	EXPEDITIONS INTO ENGLISH: LISTENING/ SPEAKING, BOOK 1
b) Copyright Date:	1990
c) Price:	$20.00
d) Address:	Prentice-Hall Regents 113 Sylvan Avenue, Route 9W Englewood Cliffs, New Jersey 07632 Telephone: (800) 922-0579
e) Value:	This text provides supplementary listening and speaking material.

II. FORMAT OF MATERIALS:

Book
Teacher's Guide
Tape

III. COMMENTS

EXPEDITIONS INTO ENGLISH: LISTENING/SPEAKING, BOOK 1 addresses oral and aural needs of the beginning adult ESL student. It is the core text of an integrated series which includes texts for reading, grammar and writing.

Learning basic survival skills through units based on everyday themes is the goal of EXPEDITIONS. The dialogues, many of which are presented on tape for the students, are interesting. They make use of current language without caving into colloquialism. The abundant matching and multiple-choice exercises are not overly challenging to the students, but they are accompanied by vivid drawings.

Perhaps the danger in dividing a series into four texts according to skill areas lies in providing too much information in each. EXPEDITIONS INTO ENGLISH: LISTENING/SPEAKING 1 can overwhelm the student with superfluous material. A unit entitled "The Body" need not detail body functions and causes of diseases for the beginning student, as is found here. The teacher may choose portions of this text for supplementary use, but use as a basic text for average beginning ESL classes should be limited.

Readability level __ II, Grade 7 (Fry)

CHECKLIST FOR EVALUATING INSTRUCTIONAL MATERIALS
(Strong - S Adequate - A Weak - W Non-applicable - N/A)

	S	A	W	N/A
GOALS AND OBJECTIVES				
1. Purpose and rationale fully explained	X			
2. Goals and objectives clearly identified	X			
3. Content directed to stated goals and objectives	X			
4. Procedures include ways to determine students' readiness		X		
5. Assessment of student achievement included		X		
VALIDITY				
6. Authors appear to be qualified	X			
7. Materials have been field-tested	X			
8. Evaluation of materials used	X			
CONTENT OF MATERIALS				
9. Concepts well developed and sequentially developed	X			
10. No confusing and/or conflicting concepts		X		
11. Skills sequenced, introduced and reviewed		X		
12. Major points clearly identified	X			
13. Audio-visual elements integrated	X			
14. Reading level is appropriate for student in this program		X		
15. Materials can be worked with independently or with minimum help				X
16. Content will stimulate and challenge students		X		
OBJECTIVITY				
17. Information is factual	X			
18. No racial, sexual, or religious biases	X			
19. Portrayal of racial, religious, and ethnic groups, builds understanding, appreciation, and acceptance	X			
COMPONENTS AND ORGANIZATION				
20. Materials not too large, bulky or complex		X		
21. Materials are relatively easy to use		X		
22. Special inservice training is required				X
23. Materials are well designed and packaged	X			
24. Materials are reasonably priced		X		
TEACHER MATERIALS				
25. Adequate teacher guides or manuals provided	X			
26. Provision for teacher-student interaction	X			
27. Suggestions and instructions for meeting needs of students of varying levels are included		X		
28. Includes suggestions for related learning activities		X		
SUMMARY AND RECOMMENDATIONS				
29. Materials would make a significant addition to the classroom		X		
30. Materials do what they are intended to do		X		
31. I recommend the purchase of these materials		X		

MATERIAL EVALUATION

I. GENERAL INFORMATION

a) Name: GUIDES TO SPELLING

b) Copyright Date: 1993

c) Price: $4.50

d) Address:
South-Western Publishing Company
5101 Madison Road
Cincinnati, OH 45227-1427
Telephone: (800) 543-7972

e) Value: This book is designed to help the student understand basic spelling rules.

II. FORMAT OF MATERIALS:

Workbook
Teacher's Guide

III. COMMENTS

GUIDES TO SPELLING consists of three units with pretests and posttests included for self-evaluation. Basic spelling rules are presented while avoiding remote spelling situations. An instruction manual is provided as well.

Objectives are given at the start of each unit with a review of learned objectives at the end. Checkpoints are included at various points with goals stated. There is an activities section at the end of each unit. Answers are included at the end of the workbook.

This workbook assumes that the student is familiar with the use of a dictionary. Several activities require use of the dictionary knowledge in order to complete the task.

The detail is such that this book is designed for self-paced, individualized study and would be a useful supplement for the classroom.

Readability level __ II, Grade 7 (Fry)

CHECKLIST FOR EVALUATING INSTRUCTIONAL MATERIALS

(Strong - S Adequate - A Weak - W Non-applicable - N/A)

	S	A	W	N/A
GOALS AND OBJECTIVES				
1. Purpose and rationale fully explained	X			
2. Goals and objectives clearly identified	X			
3. Content directed to stated goals and objectives	X			
4. Procedures include ways to determine students' readiness	X			
5. Assessment of student achievement included	X			
VALIDITY				
6. Authors appear to be qualified	X			
7. Materials have been field-tested				X
8. Evaluation of materials used				X
CONTENT OF MATERIALS				
9. Concepts well developed and sequentially developed	X			
10. No confusing and/or conflicting concepts		X		
11. Skills sequenced, introduced and reviewed	X			
12. Major points clearly identified	X			
13. Audio-visual elements integrated				X
14. Reading level is appropriate for student in this program	X			
15. Materials can be worked with independently or with minimum help	X			
16. Content will stimulate and challenge students				X
OBJECTIVITY				
17. Information is factual	X			
18. No racial, sexual, or religious biases	X			
19. Portrayal of racial, religious, and ethnic groups, builds understanding, appreciation, and acceptance				X
COMPONENTS AND ORGANIZATION				
20. Materials not too large, bulky or complex	X			
21. Materials are relatively easy to use	X			
22. Special inservice training is required				X
23. Materials are well designed and packaged		X		
24. Materials are reasonably priced	X			
TEACHER MATERIALS				
25. Adequate teacher guides or manuals provided				X
26. Provision for teacher-student interaction			X	
27. Suggestions and instructions for meeting needs of students of varying levels are included			X	
28. Includes suggestions for related learning activities			X	
SUMMARY AND RECOMMENDATIONS				
29. Materials would make a significant addition to the classroom		X		
30. Materials do what they are intended to do		X		
31. I recommend the purchase of these materials		X		

MATERIAL EVALUATION

I. GENERAL INFORMATION

a) Name: IMPROVING YOUR VOCABULARY SKILLS

b) Copyright Date: 1990

c) Price: $6.95

d) Address:
Educational Design, Inc.
47 West 13th Street
New York, NY 10011
Telephone: (800) 221-9372

e) Value: This workbook gives the student skills which can be used to build vocabulary and increase reading comprehension.

II. FORMAT OF MATERIALS: Workbook

III. COMMENTS

IMPROVING YOUR VOCABULARY SKILLS is not a vocabulary list book, but rather a skill development book. The student receives practice in using prefixes, roots, suffixes, and context clues in building vocabulary and increasing reading comprehension. The exercises make the student apply current knowledge to learning new words. For example, the student looks at the words "redo, reassemble, redesign, reseal" to determine the meaning of the prefix "re-". Exercises reinforce the meanings learned. Summaries, reviews and mastery tests are included for each topic.

The students and the teacher who field-tested the material found it useful and stronly recommend its purchase.

Readability level __ II, Grade 8 (Fry)

CHECKLIST FOR EVALUATING INSTRUCTIONAL MATERIALS

(Strong - S Adequate - A Weak - W Non-applicable - N/A)

	S	A	W	N/A
GOALS AND OBJECTIVES				
1. Purpose and rationale fully explained	X			
2. Goals and objectives clearly identified	X			
3. Content directed to stated goals and objectives	X			
4. Procedures include ways to determine students' readiness				X
5. Assessment of student achievement included	X			
VALIDITY				
6. Authors appear to be qualified				X
7. Materials have been field-tested				X
8. Evaluation of materials used				X
CONTENT OF MATERIALS				
9. Concepts well developed and sequentially developed	X			
10. No confusing and/or conflicting concepts		X		
11. Skills sequenced, introduced and reviewed	X			
12. Major points clearly identified	X			
13. Audio-visual elements integrated				X
14. Reading level is appropriate for student in this program	X			
15. Materials can be worked with independently or with minimum help	X			
16. Content will stimulate and challenge students	X			
OBJECTIVITY				
17. Information is factual		X		
18. No racial, sexual, or religious biases				X
19. Portrayal of racial, religious, and ethnic groups, builds understanding, appreciation, and acceptance				X
COMPONENTS AND ORGANIZATION				
20. Materials not too large, bulky or complex	X			
21. Materials are relatively easy to use	X			
22. Special inservice training is required				X
23. Materials are well designed and packaged	X			
24. Materials are reasonably priced				X
TEACHER MATERIALS				
25. Adequate teacher guides or manuals provided				X
26. Provision for teacher-student interaction			X	
27. Suggestions and instructions for meeting needs of students of varying levels are included				X
28. Includes suggestions for related learning activities				X
SUMMARY AND RECOMMENDATIONS				
29. Materials would make a significant addition to the classroom	X			
30. Materials do what they are intended to do	X			
31. I recommend the purchase of these materials	X			

MATERIAL EVALUATION

I. GENERAL INFORMATION

a) Name:	*LANGUAGE EXERCISES SERIES*
b) Copyright Date:	*1990*
c) Price:	*$7.68*
d) Address:	*Steck-Vaughn Company* *P.O. Box 26015* *Austin, TX 78755* *Telephone: (800) 531-5015*
e) Value:	*This series provides students with practice in writing, increasing vocabulary, and improving grammar as well as punctuation.*

II. FORMAT OF MATERIALS: *Workbook*

III. COMMENTS

This workbook series consists of nine books comprising eight levels (A-H) and a review book. The basics of sentence structure, grammar, and composition are covered throughout the series at increasing levels of difficulty. Level A begins with simple exercises using pictures to practice following directions, then progresses to recognizing letters and words, and composing simple sentences. Subsequent levels deal with more complex grammar and usage concepts, as well as how to use a dictionary and thesaurus. The higher levels provide excellent practice in composition writing, which would be valuable to students preparing for the essay portion of the GED exam.

While this series did not include an instructor's manual or answer key the 1993 Adult Curricula Resource catalog lists these items for the newest edition. An answer key would be helpful for independent study by students and as a time-saver for the teacher. A particular criticism of the Level A text is the lack of adequate practice exercises, as well as the use of a juvenile format. An additional concern is the use of scrambled sentences, which may prove to be difficult for the learning disabled adult. However, when evaluated for its overall usefulness, this series would be excellent for individualizing instruction in a multilevel class. At the end of each book is a final review, which could be used for assessment before placing the student in the next level.

Readability level I __ Grade 1 (Fry)
through level II __ Grade 6 (Fry)

CHECKLIST FOR EVALUATING INSTRUCTIONAL MATERIALS

*(Strong - **S** Adequate - **A** Weak - **W** Non-applicable - **N/A**)*

	S	A	W	N/A
GOALS AND OBJECTIVES				
1. Purpose and rationale fully explained			x	
2. Goals and objectives clearly identified			x	
3. Content directed to stated goals and objectives				x
4. Procedures include ways to determine students' readiness			x	
5. Assessment of student achievement included		x		
VALIDITY				
6. Authors appear to be qualified	x			
7. Materials have been field-tested				x
8. Evaluation of materials used				x
CONTENT OF MATERIALS				
9. Concepts well developed and sequentially developed	x			
10. No confusing and/or conflicting concepts	x			
11. Skills sequenced, introduced and reviewed	x			
12. Major points clearly identified	x			
13. Audio-visual elements integrated				x
14. Reading level is appropriate for student in this program	x			
15. Materials can be worked with independently or with minimum help		x		
16. Content will stimulate and challenge students		x		
OBJECTIVITY				
17. Information is factual	x			
18. No racial, sexual, or religious biases		x		
19. Portrayal of racial, religious, and ethnic groups, builds understanding, appreciation, and acceptance		x		
COMPONENTS AND ORGANIZATION				
20. Materials not too large, bulky or complex		x		
21. Materials are relatively easy to use		x		
22. Special inservice training is required				x
23. Materials are well designed and packaged		x		
24. Materials are reasonably priced		x		
TEACHER MATERIALS				
25. Adequate teacher guides or manuals provided			x	
26. Provision for teacher-student interaction		x		
27. Suggestions and instructions for meeting needs of students of varying levels are included			x	
28. Includes suggestions for related learning activities			x	
SUMMARY AND RECOMMENDATIONS				
29. Materials would make a significant addition to the classroom		x		
30. Materials do what they are intended to do		x		
31. I recommend the purchase of these materials		x		

MATERIAL EVALUATION

I. GENERAL INFORMATION

a) Name:	PUNCTUATION, CAPITALIZATION, AND HANDWRITING FOR JOB AND PERSONAL USE
b) Copyright Date:	1992
c) Price:	$9.50
d) Address:	South-Western Publishing Co. 5101 Madison Road Cincinnati, OH 45227-1427 Telephone: (800) 543-7972
e) Value:	This is a self-paced guide to punctuation, grammar, and handwriting which makes use of relevant examples.

II. FORMAT OF MATERIALS: Workbook

III. COMMENTS

PUNCTUATION, CAPITALIZATION, AND HANDWRITING FOR JOB AND PERSONAL USE is part of a well-written series intended for adult learners at Level II, and possibly Level III. Designed for independent use, the format consists of short lessons, check-ups, and activities to reinforce stated goals and objectives. The adult learner checks his own work and tracks his progress on a "Personal Progress Record" included in the book.

The content is both appealing and relevant to adults. Exercises include addressing an envelope, filling out forms and job applications, editing memos and business letters, and writing informal notes. A detailed unit on improving handwriting is included.

For the teacher, this book could be a valuable addition to the class because of the clear explanations and format. However, learners should be provided with lots of opportunities for writing practice to integrate the grammar and punctuation rules they h ave learned.

Readability level __ College

CHECKLIST FOR EVALUATING INSTRUCTIONAL MATERIALS

(Strong - S Adequate - ***A*** Weak - ***W*** Non-applicable - ***N/A***)

	S	A	W	N/A
GOALS AND OBJECTIVES				
1. Purpose and rationale fully explained	x			
2. Goals and objectives clearly identified	x			
3. Content directed to stated goals and objectives	x			
4. Procedures include ways to determine students' readiness				x
5. Assessment of student achievement included	x			
VALIDITY				
6. Authors appear to be qualified	x			
7. Materials have been field-tested				x
8. Evaluation of materials used				x
CONTENT OF MATERIALS				
9. Concepts well developed and sequentially developed	x			
10. No confusing and/or conflicting concepts	x			
11. Skills sequenced, introduced and reviewed			x	
12. Major points clearly identified	x			
13. Audio-visual elements integrated				x
14. Reading level is appropriate for student in this program	x			
15. Materials can be worked with independently or with minimum help	x			
16. Content will stimulate and challenge students	x			
OBJECTIVITY				
17. Information is factual	x			
18. No racial, sexual, or religious biases	x			
19. Portrayal of racial, religious, and ethnic groups, builds understanding, appreciation, and acceptance	x			
COMPONENTS AND ORGANIZATION				
20. Materials not too large, bulky or complex	x			
21. Materials are relatively easy to use	x			
22. Special inservice training is required				x
23. Materials are well designed and packaged	x			
24. Materials are reasonably priced			x	
TEACHER MATERIALS				
25. Adequate teacher guides or manuals provided		x		
26. Provision for teacher-student interaction			x	
27. Suggestions and instructions for meeting needs of students of varying levels are included			x	
28. Includes suggestions for related learning activities		x		
SUMMARY AND RECOMMENDATIONS				
29. Materials would make a significant addition to the classroom	x			
30. Materials do what they are intended to do	x			
31. I recommend the purchase of these materials		x		

MATERIAL EVALUATION

I. GENERAL INFORMATION

a) Name:	*SPRINGBOARD FOR PASSING THE GED WRITING SKILLS TEST*
b) Copyright Date:	*1994*
c) Price:	*$6.95*
d) Address:	Glencoe Division, Macmillan/McGraw-Hill 936 Eastwind Drive Westerville, OH 43081 Telephone: (404) 717-7422
e) Value:	*This text prepares the student for both sections of the GED Writing Skills Test.*

II. FORMAT OF MATERIALS:	Book Resource Book

III. COMMENTS

This text emphasizes composition skills beginning with sentence structure through essay structure. A Skills Survey serves as a pretest. Two posttests are also provided. Each lesson introduces a basic skill which the student then practices. The skill advances to a higher GED level in sections called "On the Springboard." Finally, the student tests out "The Real Thing" by practicing sample GED questions. The progression of skills should help improve the student's writing skills.

A Teacher's Resource Book is provided for the SPRINGBOARD Series.

Readability level __ II, Grade 8 (Fry)

CHECKLIST FOR EVALUATING INSTRUCTIONAL MATERIALS
(*Strong - S* Adequate - *A* Weak - *W* Non-applicable - *N/A*)

	S	A	W	N/A
GOALS AND OBJECTIVES				
1. Purpose and rationale fully explained		X		
2. Goals and objectives clearly identified		X		
3. Content directed to stated goals and objectives		X		
4. Procedures include ways to determine students' readiness		X		
5. Assessment of student achievement included	X			
VALIDITY				
6. Authors appear to be qualified	X			
7. Materials have been field-tested				X
8. Evaluation of materials used				X
CONTENT OF MATERIALS				
9. Concepts well developed and sequentially developed	X			
10. No confusing and/or conflicting concepts	X			
11. Skills sequenced, introduced and reviewed	X			
12. Major points clearly identified		X		
13. Audio-visual elements integrated				X
14. Reading level is appropriate for student in this program		X		
15. Materials can be worked with independently or with minimum help		X		
16. Content will stimulate and challenge students		X		
OBJECTIVITY				
17. Information is factual		X		
18. No racial, sexual, or religious biases		X		
19. Portrayal of racial, religious, and ethnic groups, builds understanding, appreciation, and acceptance				X
COMPONENTS AND ORGANIZATION				
20. Materials not too large, bulky or complex	X			
21. Materials are relatively easy to use		X		
22. Special inservice training is required				X
23. Materials are well designed and packaged		X		
24. Materials are reasonably priced				X
TEACHER MATERIALS				
25. Adequate teacher guides or manuals provided		X		
26. Provision for teacher-student interaction	X			
27. Suggestions and instructions for meeting needs of students of varying levels are included			X	
28. Includes suggestions for related learning activities			X	
SUMMARY AND RECOMMENDATIONS				
29. Materials would make a significant addition to the classroom		X		
30. Materials do what they are intended to do		X		
31. I recommend the purchase of these materials		X		

MATERIAL EVALUATION

I. GENERAL INFORMATION

a) Name: *USING THE DICTIONARY*

b) Copyright Date: *1993*

c) Price: *$3.50*

d) Address:
South-Western Publishing Company
5101 Madison Road
Cincinnati, OH 45227
Telephone: (800) 543-7972

e) Value: *This book is designed to help the student gain proficiency in using a dictionary.*

II. FORMAT OF MATERIALS:

Workbook
Teacher's Guide

III. COMMENTS

USING THE DICTIONARY consists of three units with pretests and posttests for self-evaluation. Basic information is presented on using a dictionary to include learning to alphabetize, using guide words and reading entries. Instruction is also given on how to verify word spelling and the basics of proofreading.

Objectives are stated with checkpoints included at various points. There is an activities section at the end of each unit, with answers at the back of the book.

This workbook assumes that the student has at least adequate, if not strong, spelling and grammar skills to be able to complete activities on proofreading within the stated goals.

This is designed for self-paced, individualized study and would be a useful supplement for the classroom.

Readability level __ II, Grade 7 (Fry)

CHECKLIST FOR EVALUATING INSTRUCTIONAL MATERIALS

(*Strong - S* Adequate - *A* Weak - *W* Non-applicable - *N/A*)

	S	A	W	N/A
GOALS AND OBJECTIVES				
1. Purpose and rationale fully explained		X		
2. Goals and objectives clearly identified		X		
3. Content directed to stated goals and objectives			X	
4. Procedures include ways to determine students' readiness		X		
5. Assessment of student achievement included		X		
VALIDITY				
6. Authors appear to be qualified		X		
7. Materials have been field-tested				X
8. Evaluation of materials used				X
CONTENT OF MATERIALS				
9. Concepts well developed and sequentially developed			X	
10. No confusing and/or conflicting concepts		X		
11. Skills sequenced, introduced and reviewed			X	
12. Major points clearly identified		X		
13. Audio-visual elements integrated				X
14. Reading level is appropriate for student in this program		X		
15. Materials can be worked with independently or with minimum help		X		
16. Content will stimulate and challenge students		X		
OBJECTIVITY				
17. Information is factual	X			
18. No racial, sexual, or religious biases	X			
19. Portrayal of racial, religious, and ethnic groups, builds understanding, appreciation, and acceptance				X
COMPONENTS AND ORGANIZATION				
20. Materials not too large, bulky or complex	X			
21. Materials are relatively easy to use		X		
22. Special inservice training is required				X
23. Materials are well designed and packaged		X		
24. Materials are reasonably priced	X			
TEACHER MATERIALS				
25. Adequate teacher guides or manuals provided		X		
26. Provision for teacher-student interaction			X	
27. Suggestions and instructions for meeting needs of students of varying levels are included			X	
28. Includes suggestions for related learning activities			X	
SUMMARY AND RECOMMENDATIONS				
29. Materials would make a significant addition to the classroom		X		
30. Materials do what they are intended to do		X		
31. I recommend the purchase of these materials		X		

MATERIAL EVALUATION

I. GENERAL INFORMATION

a) Name:	*VOCABULARY DRILLS, Intermediate Level*
b) Copyright Date:	*1989*
c) Price:	*$13.00*
d) Address:	*Jamestown Publishers* *P.O. Box 9168* *Providence, RI 02940* *Telephone: (800) USA-READ*
e) Value:	*This workbook involves more than vocabulary. Students will learn multiple meanings for words, how to use context clues and how to analyze roots of familiar words which they encounter in their reading.*

II. FORMAT OF MATERIALS: *Workbook*

III. COMMENTS

Each lesson averages ten pages and includes two context and two root analysis activities, as well as review and extension work. The author suggests independent work to be followed by discussion. The adult learners who participated in field-testing this material felt that working in this manner was very effective.

This series, consists of how many workbooks is designed for developing an academic vocabulary at the GED level and beyond. It should help students choose words more wisely and write at a more sophisticated level. The "To The Teacher" section offers suggestions as to how to extend ideas developed in the text through activities such as categorization, word continuums, concept maps and word relationships. An answer key is in the back of the book.

Readability level __ II, Grade 8 (Fry)

CHECKLIST FOR EVALUATING INSTRUCTIONAL MATERIALS

(Strong - S Adequate - A Weak - W Non-applicable - N/A)

	S	A	W	N/A
GOALS AND OBJECTIVES				
1. Purpose and rationale fully explained	X			
2. Goals and objectives clearly identified	X			
3. Content directed to stated goals and objectives	X			
4. Procedures include ways to determine students' readiness			X	
5. Assessment of student achievement included		X		
VALIDITY				
6. Authors appear to be qualified	X			
7. Materials have been field-tested		X		
8. Evaluation of materials used		X		
CONTENT OF MATERIALS				
9. Concepts well developed and sequentially developed	X			
10. No confusing and/or conflicting concepts	X			
11. Skills sequenced, introduced and reviewed	X			
12. Major points clearly identified	X			
13. Audio-visual elements integrated				X
14. Reading level is appropriate for student in this program	X			
15. Materials can be worked with independently or with minimum help				X
16. Content will stimulate and challenge students	X			
OBJECTIVITY				
17. Information is factual	X			
18. No racial, sexual, or religious biases	X			
19. Portrayal of racial, religious, and ethnic groups builds understanding, appreciation, and acceptance	X			
COMPONENTS AND ORGANIZATION				
20. Materials not too large, bulky or complex		X		
21. Materials are relatively easy to use		X		
22. Special inservice training is required				X
23. Materials are well designed and packaged	X			
24. Materials are reasonably priced	X			
TEACHER MATERIALS				
25. Adequate teacher guides or manuals provided			X	
26. Provision for teacher-student interaction	X			
27. Suggestions and instructions for meeting needs of students of varying levels are included		X		
28. Includes suggestions for related learning activities		X		
SUMMARY AND RECOMMENDATIONS				
29. Materials would make a significant addition to the classroom	X			
30. Materials do what they are intended to do	X			
31. I recommend the purchase of these materials	X			

MATERIAL EVALUATION

I. GENERAL INFORMATION

a) Name: WORDSCOPE

b) Copyright Date: 1991

c) Price: $510.00

d) Address:
Aztec/Computer Action Learning
24 Tulip Street
P.O. Box 863
Summit, NJ 07902-0863
Telephone: (708) 273-7443

e) Value: This material offers instruction in effective business/technical writing.

II. FORMAT OF MATERIALS:

Disk 3 1/2
IBM compatible with 256K memory

III. COMMENTS

The WORDSCOPE series consists of an evaluation-diagnostic program and five exercise modules, "Clutter," "Language Selection," "Unnatural Language," "Organization," and "Style and Structure." Each module includes a series of five games designed to improve language skills in each of the aforementioned areas. The running time is one-and-a-half to two hours for the diagnostic and approximately a half hour for the exercises.

The strengths of this series are:

1. The diagnostic test is prescriptive. It refers to specific skill areas for remediation.
2. In each exercise, there is immediate feedback and a clear explanation given for the correct answer.
3. The exercises focus on very specific problem areas in writing such as excess verbiage and choosing precise words.
4. A manual which explains each program is provided.

The following are weaknesses in the WORDSCOPE program:

1. There is no opportunity for actual writing practice by the user.
2. The graphics and games take up half the screen in some exercises and are distracting.

WORDSCOPE would be beneficial to a limited number of GED students - those interested in a business career. It is too difficult for most adult learners because of the vocabulary and program format.

Readability level __ III

CHECKLIST FOR EVALUATING INSTRUCTIONAL MATERIALS

(*Strong* - *S* Adequate - *A* Weak - *W* Non-applicable - *N/A*)

	S	A	W	N/A
GOALS AND OBJECTIVES				
1. Purpose and rationale fully explained	x			
2. Goals and objectives clearly identified	x			
3. Content directed to stated goals and objectives	x			
4. Procedures include ways to determine students' readiness	x			
5. Assessment of student achievement included	x			
VALIDITY				
6. Authors appear to be qualified	x			
7. Materials have been field-tested				x
8. Evaluation of materials used				x
CONTENT OF MATERIALS				
9. Concepts well developed and sequentially developed	x			
10. No confusing and/or conflicting concepts	x			
11. Skills sequenced, introduced and reviewed	x			
12. Major points clearly identified	x			
13. Audio-visual elements integrated				x
14. Reading level is appropriate for student in this program			x	
15. Materials can be worked with independently or with minimum help		x		
16. Content will stimulate and challenge students	x			
OBJECTIVITY				
17. Information is factual			x	
18. No racial, sexual, or religious biases	x			
19. Portrayal of racial, religious, and ethnic groups, builds understanding, appreciation, and acceptance				x
COMPONENTS AND ORGANIZATION				
20. Materials not too large, bulky or complex				x
21. Materials are relatively easy to use		x		
22. Special inservice training is required				x
23. Materials are well designed and packaged		x		
24. Materials are reasonably priced	x			
TEACHER MATERIALS				
25. Adequate teacher guides or manuals provided				x
26. Provision for teacher-student interaction			x	
27. Suggestions and instructions for meeting needs of students of varying levels are included			x	
28. Includes suggestions for related learning activities			x	
SUMMARY AND RECOMMENDATIONS				
29. Materials would make a significant addition to the classroom		x		
30. Materials do what they are intended to do		x		
31. I recommend the purchase of these materials		x		

MATERIAL EVALUATION

I. GENERAL INFORMATION

a) Name: WRITESCOPE

b) Copyright Date: 1991

c) Price: $1050

d) Address:
Aztec Software/Computer Action Learning
24 Tulip Street
P.O. Box 863
Summit, NJ 07902-0863
Telephone: (708) 273-7443

e) Value: These programs provide instruction in grammatical construction and writing skills.

II. FORMAT OF MATERIALS:

Disk 3 1/2
IBM compatible with 256K memory

III. COMMENTS

The WRITESCOPE series consists of an evaluation program and three modules: "Read and Understand," "Write and Plan," and "Write and Speak." The evaluation tests and the "Write and Plan" module were reviewed for this evaluation.

WRITESCOPE is strong in the following areas:

1. It is comprehensive, covering everything from finding key ideas to grammar and spelling rules.
2. The pretest is diagnostic; it refers the user to specific skill areas.
3. Immediate feedback is provided after each question in all sections and a running score is displayed on screen in skill modules.
4. A workbook provides supplemental exercises.
5. The runtime is reasonable for classroom use.

This program has the following weaknesses:

1. There is very little opportunity to practice writing skills. Although the workbook contains a few writing activities, most exercises, on screen as well as in the workbook, are multiple choice or fill-in.
2. The posttest contains some incorrect answers, e.g. Question 99 gives the possessive form of babies as baby's, and the answer to question 86 contains a typographical error which incorrectly penalizes a correct answer.
3. On questions referring to the main idea, the user cannot change an answer once he has marked it. This causes some user frustration.

WRITESCOPE would be appropriate for workplace classes in a business setting and ESL classes. It would have some value in GED classes, but the program would need to be supplemented with meaningful writing activities as it is geared toward business writing, not essay writing.

Readability level __ III

CHECKLIST FOR EVALUATING INSTRUCTIONAL MATERIALS

(Strong - S Adequate - A Weak - W Non-applicable - N/A)

	S	A	W	N/A
GOALS AND OBJECTIVES				
1. Purpose and rationale fully explained	x			
2. Goals and objectives clearly identified	x			
3. Content directed to stated goals and objectives	x			
4. Procedures include ways to determine students' readiness	x			
5. Assessment of student achievement included	x			
VALIDITY				
6. Authors appear to be qualified	x			
7. Materials have been field-tested				x
8. Evaluation of materials used				x
CONTENT OF MATERIALS				
9. Concepts well developed and sequentially developed	x			
10. No confusing and/or conflicting concepts		x		
11. Skills sequenced, introduced and reviewed	x			
12. Major points clearly identified	x			
13. Audio-visual elements integrated				x
14. Reading level is appropriate for student in this program		x		
15. Materials can be worked with independently or with minimum help		x		
16. Content will stimulate and challenge students		x		
OBJECTIVITY				
17. Information is factual			x	
18. No racial, sexual, or religious biases	x			
19. Portrayal of racial, religious, and ethnic groups, builds understanding, appreciation, and acceptance				x
COMPONENTS AND ORGANIZATION				
20. Materials not too large, bulky or complex				x
21. Materials are relatively easy to use	x			
22. Special inservice training is required				x
23. Materials are well designed and packaged	x			
24. Materials are reasonably priced	x			
TEACHER MATERIALS				
25. Adequate teacher guides or manuals provided				x
26. Provision for teacher-student interaction			x	
27. Suggestions and instructions for meeting needs of students of varying levels are included			x	
28. Includes suggestions for related learning activities			x	
SUMMARY AND RECOMMENDATIONS				
29. Materials would make a significant addition to the classroom		x		
30. Materials do what they are intended to do		x		
31. I recommend the purchase of these materials		x		

MATERIA EVALUATION

I. GENERAL INFORMATION

a) Name: WRITI G FOR WORKPLACE SUCCESS

b) Copyright Date: 1991

c) Price: $11.00

d) Address:
Paradi m Publishing
7500 F ying Cloud Drive
Eden I rairie, MN 55344
Telepl one: (612) 546-8689

e) Value: This w rkbook serves as a good resource for a basic riting program for students with an interest in a bu siness career.

II. FORMAT OF MATERIALS: Workb ook

III. COMMENTS

Learners find WRITING FOR WORKP LACE SUCCESS an enjoyable approach to learning basic writing. The entire te t utilizes tasks associated with working in an office, such as writing memos nd informal messages, writing business letters, and completing forms.

Key concepts, highlighted in blue, a re easy to follow. The proper use of space created an easy to follow format. Even though this text does not provide measurable reinforcement in gramm ar, it is highly recommended for an adult learner working on an intermediate l vel.

Readability level __ II, Grade 7 (Fry)

CHECKLIST FOR EVALUATING INSTRUCTIONAL MATERIALS

(Strong - S Adequate - A Weak - W Non-applicable - N/A)

	S	A	W	N/A
GOALS AND OBJECTIVES				
1. Purpose and rationale fully explained	X			
2. Goals and objectives clearly identified		X		
3. Content directed to stated goals and objectives		X		
4. Procedures include ways to determine students' readiness			X	
5. Assessment of student achievement included			X	
VALIDITY				
6. Authors appear to be qualified	X			
7. Materials have been field-tested	X			
8. Evaluation of materials used	X			
CONTENT OF MATERIALS				
9. Concepts well developed and sequentially developed		X		
10. No confusing and/or conflicting concepts		X		
11. Skills sequenced, introduced and reviewed		X		
12. Major points clearly identified		X		
13. Audio-visual elements integrated				X
14. Reading level is appropriate for student in this program	X			
15. Materials can be worked with independently or with minimum help	X			
16. Content will stimulate and challenge students	X			
OBJECTIVITY				
17. Information is factual	X			
18. No racial, sexual, or religious biases	X			
19. Portrayal of racial, religious, and ethnic groups, builds understanding, appreciation, and acceptance		X		
COMPONENTS AND ORGANIZATION				
20. Materials not too large, bulky or complex	X			
21. Materials are relatively easy to use	X			
22. Special inservice training is required				X
23. Materials are well designed and packaged	X			
24. Materials are reasonably priced	X			
TEACHER MATERIALS				
25. Adequate teacher guides or manuals provided				X
26. Provision for teacher-student interaction	X			
27. Suggestions and instructions for meeting needs of students of varying levels are included			X	
28. Includes suggestions for related learning activities			X	
SUMMARY AND RECOMMENDATIONS				
29. Materials would make a significant addition to the classroom	X			
30. Materials do what they are intended to do		X		
31. I recommend the purchase of these materials		X		

MATERIAL EVALUATION

I. GENERAL INFORMATION

a) Name:	*WRITING FOR THE WORLD OF WORK*
b) Copyright Date:	*1989*
c) Price:	*$6.95*
d) Address:	*Educational Design, Inc.* *47 West 13 Street* *New York, NY 10011* *Telephone: (800) 221-9372*
e) Value:	*With this text and a variety of actual forms, the learner will become well versed in business forms.*

II. FORMAT OF MATERIALS: *Workbook*

III. COMMENTS

WRITING FOR THE WORLD OF WORK provides the learner with instruction and practice in filling out the following forms: job applications, application for a social security card, W-4s, time sheets, health insurance forms, bank signature cards, bank deposit and withdrawal slips, personal checks and check register stubs. The learner will receive instruction and practice in writing a business letter, a cover letter and a resume. Included in this section is instruction on correctly writing addresses and their abbreviations.

The following very practical topics are covered: establishing index files with cross references, completing a petty cash voucher, completing a message and reply memo, filling out receipts, completing work and purchase orders, filling out shipping and packing labels, and processing received records.

The instructions and practice exercises in this book are clear. The pages are not crowded. These skills are essential for all adults, whether or not employed. With this text and a variety of actual forms, a learner will become well versed in business forms.

Readability level __ II, Grade 7 (Fry)

CHECKLIST FOR EVALUATING INSTRUCTIONAL MATERIALS
*(Strong - **S** Adequate - **A** Weak - **W** Non-applicable - **N/A**)*

	S	A	W	N/A
GOALS AND OBJECTIVES				
1. Purpose and rationale fully explained				X
2. Goals and objectives clearly identified				X
3. Content directed to stated goals and objectives				X
4. Procedures include ways to determine students' readiness				X
5. Assessment of student achievement included				X
VALIDITY				
6. Authors appear to be qualified				X
7. Materials have been field-tested				X
8. Evaluation of materials used				X
CONTENT OF MATERIALS				
9. Concepts well developed and sequentially developed		X		
10. No confusing and/or conflicting concepts		X		
11. Skills sequenced, introduced and reviewed				X
12. Major points clearly identified	X			
13. Audio-visual elements integrated				X
14. Reading level is appropriate for student in this program	X			
15. Materials can be worked with independently or with minimum help	X			
16. Content will stimulate and challenge students	X			
OBJECTIVITY				
17. Information is factual	X			
18. No racial, sexual, or religious biases	X			
19. Portrayal of racial, religious, and ethnic groups, builds understanding, appreciation, and acceptance	X			
COMPONENTS AND ORGANIZATION				
20. Materials not too large, bulky or complex	X			
21. Materials are relatively easy to use	X			
22. Special inservice training is required				X
23. Materials are well designed and packaged		X		
24. Materials are reasonably priced				X
TEACHER MATERIALS				
25. Adequate teacher guides or manuals provided				X
26. Provision for teacher-student interaction				X
27. Suggestions and instructions for meeting needs of students of varying levels are included				X
28. Includes suggestions for related learning activities				X
SUMMARY AND RECOMMENDATIONS				
29. Materials would make a significant addition to the classroom	X			
30. Materials do what they are intended to do		X		
31. I recommend the purchase of these materials	X			

MATERIAL EVALUATION

I. GENERAL INFORMATION

a) Name:	WRITING SKILLS WORKBOOK SERIES GED: Book 1: GRAMMAR AND USAGE Book 2: SPELLING, CAPITALIZATION AND PUNCTUATION Book 3: SENTENCE STRUCTURE
b) Copyright Date:	1988
c) Price:	$6.00 each
d) Address:	Contemporary Books, Inc. Department F92 180 North Michigan Avenue Chicago, IL 60601 Telephone: (800) 621-1918
e) Value:	This series is a good, quick reference for basic writing skills.

II. FORMAT OF MATERIALS: Workbook

III. COMMENTS

Contemporary's WRITING SKILLS WORKBOOK SERIES GED is useful reference for basic rules of the English language. It presenter a clear and concise approach to address the problem of writing clearly.

Each text in the series follows the some format. The first section consists of a pretest with a skills inventory evaluation chart to assess basic skill level. The second section introduces a topic, provides a definition of, and a rule for the use of the topic, and provides reinforcing practice exercises. The third section consists of a final review test and an answer key for the practice exercise sheets.

This material is recommended for use in the adult education classroom due to its clear, concise presentation and its usefulness in increasing the adult learners' writing abilities. Also, those who participated in field-testing the material found the reinforcement activities to be particularly useful and the series, as a whole, to be enjoyable.

Readability level __ II, Grade 7 (Fry)

CHECKLIST FOR EVALUATING INSTRUCTIONAL MATERIALS

(Strong - S Adequate - A Weak - W Non-applicable - N/A)

	S	A	W	N/A
GOALS AND OBJECTIVES				
1. Purpose and rationale fully explained	X			
2. Goals and objectives clearly identified	X			
3. Content directed to stated goals and objectives	X			
4. Procedures include ways to determine students' readiness	X			
5. Assessment of student achievement included	X			
VALIDITY				
6. Authors appear to be qualified	X			
7. Materials have been field-tested	X			
8. Evaluation of materials used	X			
CONTENT OF MATERIALS				
9. Concepts well developed and sequentially developed	X			
10. No confusing and/or conflicting concepts	X			
11. Skills sequenced, introduced and reviewed	X			
12. Major points clearly identified	X			
13. Audio-visual elements integrated	X			
14. Reading level is appropriate for student in this program	X			
15. Materials can be worked with independently or with minimum help	X			
16. Content will stimulate and challenge students	X			
OBJECTIVITY				
17. Information is factual	X			
18. No racial, sexual, or religious biases	X			
19. Portrayal of racial, religious, and ethnic groups, builds understanding, appreciation, and acceptance	X			
COMPONENTS AND ORGANIZATION				
20. Materials not too large, bulky or complex	X			
21. Materials are relatively easy to use	X			
22. Special inservice training is required				X
23. Materials are well designed and packaged	X			
24. Materials are reasonably priced	X			
TEACHER MATERIALS				
25. Adequate teacher guides or manuals provided	X			
26. Provision for teacher-student interaction	X			
27. Suggestions and instructions for meeting needs of students of varying levels are included	X			
28. Includes suggestions for related learning activities	X			
SUMMARY AND RECOMMENDATIONS				
29. Materials would make a significant addition to the classroom	X			
30. Materials do what they are intended to do	X			
31. I recommend the purchase of these materials	X			

ENGLISH AS A SECOND LANGUAGE (ESL)

MATERIAL EVALUATION

I. GENERAL INFORMATION

a) Name: *AMNESTY: A REAL-LIFE APPROACH, BOOKS 1 AND 2*

b) Copyright Date: *1990*

c) Price: *$1.99 each*

d) Address:
Steck Vaughn Co.
P.O. Box 26015
Austin, TX 78755
Telephone: 1-800-531-5015

e) Value: *The text focuses on ESL students preparing for permanent residency and U.S. citizenship.*

II. FORMAT OF MATERIALS:

Book
Teacher's Edition

III. COMMENTS

BOOK 1 of AMNESTY begins at the preliteracy- beginning level and is followed by BOOK 2 for the low intermediate level. The format consists of four units with varied lessons. The skills addressed are reading, speaking and listening with some writing as well as problem- solving. Interesting photos and illustrations stimulate vocabulary development and discussions.

The Teacher's Editions is most useful, containing page-by-page marginal notes for classroom presentation. The student and teacher material may be viewed simultaneously. Also, student objectives and specific teaching strategies are given with some answers. The communication and teaching procedures are also very helpful.

This would be a positive supplement for any ESL program. The inexperienced ESL teacher will find this book easy to use.

Readability level __ I, Grade 0/1 (Fry), Book 1
II, Grade 6 (Fry), Book 2

CHECKLIST FOR EVALUATING INSTRUCTIONAL MATERIALS
(Strong - S Adequate - A Weak - W Non-applicable - N/A)

	S	A	W	N/A
GOALS AND OBJECTIVES				
1. Purpose and rationale fully explained	X			
2. Goals and objectives clearly identified	X			
3. Content directed to stated goals and objectives	X			
4. Procedures include ways to determine students' readiness	X			
5. Assessment of student achievement included	X			
VALIDITY				
6. Authors appear to be qualified	X			
7. Materials have been field-tested	X			
8. Evaluation of materials used	X			
CONTENT OF MATERIALS				
9. Concepts well developed and sequentially developed	X			
10. No confusing and/or conflicting concepts	X			
11. Skills sequenced, introduced and reviewed	X			
12. Major points clearly identified	X			
13. Audio-visual elements integrated		X		
14. Reading level is appropriate for student in this prgogram	X			
15. Materials can be worked with independently or with minimum help		X		
16. Content will stimulate and challenge students	X			
OBJECTIVITY				
17. Information is factual	X			
18. No racial, sexual, or religious biases	X			
19. Portrayal of racial, religious, and ethic groups, builds understanding, appreciation, and acceptance	X			
COMPONENTS AND ORGANIZATION				
20. Materials not too large, bulky or complex	X			
21. Materials are relatively easy to use	X			
22. Special inservice training is required				X
23. Materials are well designed and packaged	X			
24. Materials are reasonably priced	X			
TEACHER MATERIALS				
25. Adequate teacher guides or manuals provided	X			
26. Provision for teacher-student interaction	X			
27. Suggestions and instructions for meeting needs of students of varying levels are included	X			
28. Includes suggestions for related learning activities	X			
SUMMARY AND RECOMMENDATIONS				
29. Materials would make a significant addition to the classroom	X			
30. Materials do what they are intended to do	X			
31. I recommend the purchase of these materials	X			

MATERIAL EVALUATION

I. GENERAL INFORMATION

a) Name: BEGINNING COMPOSITION THROUGH PICTURES

b) Copyright Date: 1981

c) Price: $7.93

d) Address:
Longman Group Ltd.
95 Church Street
White Plains, NY 10601
Telephone: (914) 993-5000
(800) 322-1377

e) Value: This text is useful as an introduction to grammar for beginning student.

II. FORMAT OF MATERIALS: Workbook

III. COMMENTS

This book, although designed for ESL students, could also be used in a literacy program for non-ESL students.

The simple format of using pictures with words and sentences introduces composition writing in a nonthreatening manner.

Students are taught to properly use adjectives and verbs by actually writing a story.

Readability level __ I, Grade 4 (Fry)

CHECKLIST FOR EVALUATING INSTRUCTIONAL MATERIALS

(Strong - S Adequate - A Weak - W Non-applicable - N/A)

	S	A	W	N/A
GOALS AND OBJECTIVES				
1. Purpose and rationale fully explained	X			
2. Goals and objectives clearly identified	X			
3. Content directed to stated goals and objectives	X			
4. Procedures include ways to determine students' readiness		X		
5. Assessment of student achievement included				X
VALIDITY				
6. Authors appear to be qualified		X		
7. Materials have been field-tested				X
8. Evaluation of materials used				X
CONTENT OF MATERIALS				
9. Concepts well developed and sequentially developed	X			
10. No confusing and/or conflicting concepts	X			
11. Skills sequenced, introduced and reviewed	X			
12. Major points clearly identified		X		
13. Audio-visual elements integrated				X
14. Reading level is appropriate for student in this program	X			
15. Materials can be worked with independently or with minimum help		X		
16. Content will stimulate and challenge students	X			
OBJECTIVITY				
17. Information is factual	X			
18. No racial, sexual, or religious biases				X
19. Portrayal of racial, religious, and ethic groups, builds understanding, appreciation, and acceptance				X
COMPONENTS AND ORGANIZATION				
20. Materials not too large, bulky or complex	X			
21. Materials are relatively easy to use	X			
22. Special inservice training is required				X
23. Materials are well designed and packaged	X			
24. Materials are reasonably priced	X			
TEACHER MATERIALS				
25. Adequate teacher guides or manuals provided				X
26. Provision for teacher-student interaction	X			
27. Suggestions and instructions for meeting needs of students of varying levels are included				X
28. Includes suggestions for related learning activities				X
SUMMARY AND RECOMMENDATIONS				
29. Materials would make a significant addition to the classroom	X			
30. Materials do what they are intended to do	X			
31. I recommend the purchase of these materials	X			

MATERIAL EVALUATION

I. GENERAL INFORMATION

a) Name:	**CAN'T STOP TALKING**
b) Copyright Date:	**1990**
c) Price:	**$13.50**
d) Address:	**Newbury House (Harper-Collins Pub.) 10 E. 53 St. New York, NY 10022 Telephone: (800) 782-2685**
e) Value:	**This material is best used as a supplemental text for oral skill development among adult ESL learners.**

II. FORMAT OF MATERIALS: **Book**

III. COMMENTS

CAN'T STOP TALKING: Discussion Problems For Advanced Beginners And Low Intermediates provides supplementary material to increase oral skills in the adult ESL class. The self-contained units concern themes of current interest. Students are to work in small groups, and many activities encourage development of problem-solving skills.

The choice of themes for this text is of concern. By attempting to appeal to late teens and mature adults, the span of topics is too broad. The topical nature makes the material easily dated. The text presents as factual some material which is accepted by scientists as theoretical (i.e., the Greenhouse Effect). The teacher must also consider the relevancy of some units to the classroom population; for instance, the chapter titled "Divorce" poses this question: "What about the BMW and the hot tub?"

The author intends to stimulate discussion, and the topics are interesting, but language required to sufficiently discuss the readings is far beyond the beginning level. Because of this and other concerns addressed above, the class would benefit more from newspaper articles than from CAN'T STOP TALKING.

Readability level __ II, Grade 7 (Fry)

CHECKLIST FOR EVALUATING INSTRUCTIONAL MATERIALS

(Strong - S   Adequate - A   Weak - W   Non-applicable - N/A)

	S	A	W	N/A
GOALS AND OBJECTIVES				
1. Purpose and rationale fully explained	X			
2. Goals and objectives clearly identified		X		
3. Content directed to stated goals and objectives		X		
4. Procedures include ways to determine students' readiness		X		
5. Assessment of student achievement included		X		
VALIDITY				
6. Authors appear to be qualified	X			
7. Materials have been field-tested		X		
8. Evaluation of materials used		X		
CONTENT OF MATERIALS				
9. Concepts well developed and sequentially developed				X
10. No confusing and/or conflicting concepts		X		
11. Skills sequenced, introduced and reviewed				X
12. Major points clearly identified		X		
13. Audio-visual elements integrated		X		
14. Reading level is appropriate for student in this program		X		
15. Materials can be worked with independently or with minimum help			X	
16. Content will stimulate and challenge students		X		
OBJECTIVITY				
17. Information is factual		X		
18. No racial, sexual, or religious biases		X		
19. Portrayal of racial, religious, and ethic groups, builds understanding, appreciation, and acceptance	X			
COMPONENTS AND ORGANIZATION				
20. Materials not too large, bulky or complex	X			
21. Materials are relatively easy to use	X			
22. Special inservice training is required				X
23. Materials are well designed and packaged		X		
24. Materials are reasonably priced		X		
TEACHER MATERIALS				
25. Adequate teacher guides or manuals provided		X		
26. Provision for teacher-student interaction	X			
27. Suggestions and instructions for meeting needs of students of varying levels are included		X		
28. Includes suggestions for related learning activities		X		
SUMMARY AND RECOMMENDATIONS				
29. Materials would make a significant addition to the classroom		X		
30. Materials do what they are intended to do		X		
31. I recommend the purchase of these materials			X	

MATERIAL EVALUATION

I. GENERAL INFORMATION

a) Name:	CHOICES: CONSUMER SENSE
b) Copyright Date:	1991
c) Price:	$6.33
d) Address:	Contemporary Books 180 N. Michigan Ave. Chicago, IL 60601 Telephone: (800) 621-1918
e) Value:	As part of a series for ESL Lifeskills, this text has good conversation, reading and cultural information.

II. FORMAT OF MATERIALS:

Workbook (Series of Six)
Teacher's Guide (One Book for the Series)

III. COMMENTS

CHOICES: CONSUMER SENSE is the workbook in the life skill series that deal with consumer information. The dialogues and reading materials are appropriate for level II, as is the vocabulary.

Good discussion ideas are presented in the specific questions about the student's life in the U.S. and in his native country. The cultural information leads to additional discussion ideas.

The student book has helpful weights, measures, and clothing size conversion charts. This would be an excellent text to use in conjunction with a grammar-based text.

Except for FAMILIES AND SCHOOLS which is meant for adult learners with advanced reading skills, the CHOICES SERIES is appropriate reading matter for adults with intermediate reading skills.

Readability level __ II, Grade 7 (Fry)

CHECKLIST FOR EVALUATING INSTRUCTIONAL MATERIALS
(Strong - S Adequate - A Weak - W Non-applicable - N/A)

	S	A	W	N/A
GOALS AND OBJECTIVES				
1. Purpose and rationale fully explained	X			
2. Goals and objectives clearly identified	X			
3. Content directed to stated goals and objectives	X			
4. Procedures include ways to determine students' readiness		X		
5. Assessment of student achievement included		X		
VALIDITY				
6. Authors appear to be qualified	X			
7. Materials have been field-tested	X			
8. Evaluation of materials used	X			
CONTENT OF MATERIALS				
9. Concepts well developed and sequentially developed	X			
10. No confusing and/or conflicting concepts	X			
11. Skills sequenced, introduced and reviewed	X			
12. Major points clearly identified	X			
13. Audio-visual elements integrated				X
14. Reading level is appropriate for student in this program	X			
15. Materials can be worked with independently or with minimum help	X			
16. Content will stimulate and challenge students	X			
OBJECTIVITY				
17. Information is factual	X			
18. No racial, sexual, or religious biases	X			
19. Portrayal of racial, religious, and ethic groups, builds understanding, appreciation, and acceptance				X
COMPONENTS AND ORGANIZATION				
20. Materials not too large, bulky or complex	X			
21. Materials are relatively easy to use	X			
22. Special inservice training is required				X
23. Materials are well designed and packaged	X			
24. Materials are reasonably priced	X			
TEACHER MATERIALS				
25. Adequate teacher guides or manuals provided	X			
26. Provision for teacher-student interaction	X			
27. Suggestions and instructions for meeting needs of students of varying levels are included		X		
28. Includes suggestions for related learning activities	X			
SUMMARY AND RECOMMENDATIONS				
29. Materials would make a significant addition to the classroom	X			
30. Materials do what they are intended to do	X			
31. I recommend the purchase of these materials				X

MATERIAL EVALUATION

I. GENERAL INFORMATION

a) Name:	***CHOICES: FAMILIES AND SCHOOLS***
b) Copyright Date:	***1991***
c) Price:	***$6.33***
d) Address:	***Contemporary Books 180 North Michigan Avenue Chicago, Il 60601 Telephone: (800) 621-1918***
e) Value:	***Good conversation, reading and cultural information is provided.***

II. FORMAT OF MATERIALS:	***Workbook (Series of Six) Teacher's Guide (One Book for the Series)***

III. COMMENTS

In CHOICES: FAMILIES AND SCHOOLS, vocabulary is appropriate for the level, as is the grammatical instruction. The book presents good conversation practice with the dialogue completion and the information on American culture. Questions about the student's community opportunities and program are excellent introductions for discussion. The Community Resource Appendix provides very helpful references for the student and teacher. Additional discussion ideas are found in the teacher's guide. This would be an excellent text to use in conjunction with a grammar-based text.

Readability level __ II, Grade 7 (Fry)

CHECKLIST FOR EVALUATING INSTRUCTIONAL MATERIALS
(Strong - S Adequate - A Weak - W Non-applicable - N/A)

1. Purpose and rationale fully explained x

	S	A	W	N/A
GOALS AND OBJECTIVES				
1. Purpose and rationale fully explained	x			
2. Goals and objectives clearly identified	x			
3. Content directed to stated goals and objectives	x			
4. Procedures include ways to determine students' readiness		x		
5. Assessment of student achievement included		x		
VALIDITY				
6. Authors appear to be qualified	x			
7. Materials have been field-tested	x			
8. Evaluation of materials used	x			
CONTENT OF MATERIALS				
9. Concepts well developed and sequentially developed	x			
10. No confusing and/or conflicting concepts	x			
11. Skills sequenced, introduced and reviewed	x			
12. Major points clearly identified	x			
13. Audio-visual elements integrated				x
14. Reading level is appropriate for student in this program	x			
15. Materials can be worked with independently or with minimum help	x			
16. Content will stimulate and challenge students	x			
OBJECTIVITY				
17. Information is factual	x			
18. No racial, sexual, or religious biases	x			
19. Portrayal of racial, religious, and ethic groups, builds understanding, appreciation, and acceptance				x
COMPONENTS AND ORGANIZATION				
20. Materials not too large, bulky or complex	x			
21. Materials are relatively easy to use	x			
22. Special inservice training is required				x
23. Materials are well designed and packaged	x			
24. Materials are reasonably priced	x			
TEACHER MATERIALS				
25. Adequate teacher guides or manuals provided	x			
26. Provision for teacher-student interaction	x			
27. Suggestions and instructions for meeting needs of students of varying levels are included		x		
28. Includes suggestions for related learning activities	x			
SUMMARY AND RECOMMENDATIONS				
29. Materials would make a significant addition to the classroom	x			
30. Materials do what they are intended to do	x			
31. I recommend the purchase of these materials				x

MATERIAL EVALUATION

I. GENERAL INFORMATION

a) Name:	CHOICES: IN GOOD HEALTH
b) Copyright Date:	1991
c) Price:	$6.33
d) Address:	Contemporary Book 180 North Michigan Avenue Chicago, IL 60601 (800) 621-1918
e) Value:	Series for ESL Lifeskills provides good conversation, reading and cultural information. It is an excellent series to use with a grammar-based text.

II. FORMAT OF MATERIALS:

Workbook
Teacher's Guide (one book for the series)

III. COMMENTS

The format for IN GOOD HEALTH is dialogue, conversation exercises, grammatical exercises, cultural notes, and conversation questions. Each unit provides appropriate cultural information and uses well thought out discussion questions.

A useful appendix of body systems is found in the student text. The teacher's guide offers some practical pronunciation tips and additional idioms related to each unit.

Readability level __ II, Grade 7 (Fry)

CHECKLIST FOR EVALUATING INSTRUCTIONAL MATERIALS
(Strong - S Adequate - A Weak - W Non-applicable - N/A)

	S	A	W	N/A
GOALS AND OBJECTIVES				
1. Purpose and rationale fully explained	x			
2. Goals and objectives clearly identified	x			
3. Content directed to stated goals and objectives	x			
4. Procedures include ways to determine students' readiness		x		
5. Assessment of student achievement included		x		
VALIDITY				
6. Authors appear to be qualified	x			
7. Materials have been field-tested	x			
8. Evaluation of materials used	x			
CONTENT OF MATERIALS				
9. Concepts well developed and sequentially developed	x			
10. No confusing and/or conflicting concepts	x			
11. Skills sequenced, introduced and reviewed	x			
12. Major points clearly identified	x			
13. Audio-visual elements integrated				x
14. Reading level is appropriate for student in this program	x			
15. Materials can be worked with independently or with minimum help	x			
16. Content will stimulate and challenge students	x			
OBJECTIVITY				
17. Information is factual	x			
18. No racial, sexual, or religious biases	x			
19. Portrayal of racial, religious, and ethic groups, builds understanding, appreciation, and acceptance				x
COMPONENTS AND ORGANIZATION				
20. Materials not too large, bulky or complex	x			
21. Materials are relatively easy to use	x			
22. Special inservice training is required				x
23. Materials are well designed and packaged	x			
24. Materials are reasonably priced	x			
TEACHER MATERIALS				
25. Adequate teacher guides or manuals provided	x			
26. Provision for teacher-student interaction	x			
27. Suggestions and instructions for meeting needs of students of varying levels are included		x		
28. Includes suggestions for related learning activities	x			
SUMMARY AND RECOMMENDATIONS				
29. Materials would make a significant addition to the classroom	x			
30. Materials do what they are intended to do	x			
31. I recommend the purchase of these materials				x

MATERIAL EVALUATION

I. GENERAL INFORMATION

a) Name:	THE ETC PROGRAM: A COMPETENCY-BASED GRAMMAR BOOK 1: LIFE SKILLS
b) Copyright Date:	1988
c) Price:	$7.90
d) Address:	Random House, Inc. 201 East 50th Street New York, NY 10022 Telephone: (212) 751-2600
e) Value:	It is designed for adults who are learning English to improve their lives and work skills.

II. FORMAT OF MATERIALS:

Workbook
Teacher's Guide

III. COMMENTS

ETC is a six-level program for nonnative adult learners of English, designed for efficiency and flexibility. The three workbooks that comprise the program are carfully coordinated in theme, competency goals, grammar and vocabulary.

Book1: LIFE SKILLS combines and coordinates life skill competency instruction with training in language skills. It offers grammar exercises and activities and is heavily illustrated to clarify meaning. Lessons also include spelling instruction and vocabulary review. The series could be used as supplemental material for beginning ESL instruction.

Readability level __ I, Grade 3 (Fry)

CHECKLIST FOR EVALUATING INSTRUCTIONAL MATERIALS

(Strong - S Adequate - A Weak - W Non-applicable - N/A)

	S	A	W	N/A
GOALS AND OBJECTIVES				
1. Purpose and rationale fully explained		X		
2. Goals and objectives clearly identified		X		
3. Content directed to stated goals and objectives		X		
4. Procedures include ways to determine students' readiness			X	
5. Assessment of student achievement included		X		
VALIDITY				
6. Authors appear to be qualified		X		
7. Materials have been field-tested		X		
8. Evaluation of materials used		X		
CONTENT OF MATERIALS				
9. Concepts well developed and sequentially developed		X		
10. No confusing and/or conflicting concepts			X	
11. Skills sequenced, introduced and reviewed		X		
12. Major points clearly identified		X		
13. Audio-visual elements integrated		X		
14. Reading level is appropriate for student in this program		X		
15. Materials can be worked with independently or with minimum help			X	
16. Content will stimulate and challenge students		X		
OBJECTIVITY				
17. Information is factual		X		
18. No racial, sexual, or religious biases		X		
19. Portrayal of racial, religious, and ethic groups builds understanding, appreciation, and acceptance		X		
COMPONENTS AND ORGANIZATION				
20. Materials not too large, bulky or complex		X		
21. Materials are relatively easy to use		X		
22. Special inservice training is required				X
23. Materials are well designed and packaged		X		
24. Materials are reasonably priced	X			
TEACHER MATERIALS				
25. Adequate teacher guides or manuals provided		X		
26. Provision for teacher-student interaction		X		
27. Suggestions and instructions for meeting needs of students of varying levels are included			X	
28. Includes suggestions for related learning activities			X	
SUMMARY AND RECOMMENDATIONS				
29. Materials would make a significant addition to the classroom		X		
30. Materials do what they are intended to do		X		
31. I recommend the purchase of these materials		X		

MATERIAL EVALUATION

I. GENERAL INFORMATION

a) Name:	THE ETC PROGRAM: A COMPETENCY-BASED GRAMMAR BOOK 4 CROSS-CULTURAL COMMUNICATION
b) Copyright Date:	1989
c) Price:	$9.30
d) Address:	Random House, Inc. 201 East 50th Street New York, NY 10022 Telephone: (212) 751-2600
e) Value:	This is fairly useful for high intermediate to advanced level students.

II. FORMAT OF MATERIALS:

Book
Teacher's Manual

III. COMMENTS

BOOK 4: CROSS - CULTURAL COMMUNICATION is designed to teach reading and writing skills to precollege high-intermediate/advanced-level ESL students. The book provides short narratives and "realia" (forms, advertisements, and excerpts from manuals) as reading material. Learners are required to respond to comprehension and vocabulary exercises, and write short narratives on topics related to the chapter themes. (The teacher's manual contains the answer key to the exercises.) The book presupposes that the students are familiar with paragraph form. Learners also practice document literacy, for example, by filling out forms, and writing instructions and memos.

Each of the book's ten chapters are prefaced by a concise table of contents outlining the life skills competencies, grammar focus, and reading/writing skills. A prereading exercise is always included, allowing students to relate previous knowledge to the reading. Follow-up exercises include interactive activities for the classroom and out-of-class assignments. The reading and writing skills are well integrated; for example, students read four short "how to" narratives, and after focusing on the verb tenses, linking words etc., for this type of writing, they write their own descriptions of a process familiar to them. They then read their stories aloud while the rest of the class tries to mime the process.

In general, this book has a consistent, usable format and the chapter topics are useful and interesting to adult ESL learners.

Readability level __ III, Grade 9 (Fry)

CHECKLIST FOR EVALUATING INSTRUCTIONAL MATERIALS

(Strong - S Adequate - A Weak - W Non-applicable - N/A)

	S	A	W	N/A
GOALS AND OBJECTIVES				
1. Purpose and rationale fully explained		X		
2. Goals and objectives clearly identified	X			
3. Content directed to stated goals and objectives		X		
4. Procedures include ways to determine students' readiness			X	
5. Assessment of student achievement included		X		
VALIDITY				
6. Authors appear to be qualified		X		
7. Materials have been field-tested	X			
8. Evaluation of materials used				X
CONTENT OF MATERIALS				
9. Concepts well developed and sequentially developed	X			
10. No confusing and/or conflicting concepts	X			
11. Skills sequenced, introduced and reviewed	X			
12. Major points clearly identified	X			
13. Audio-visual elements integrated				X
14. Reading level is appropriate for student in this program	X			
15. Materials can be worked with independently or with minimum help			X	
16. Content will stimulate and challenge students		X		
OBJECTIVITY				
17. Information is factual	X			
18. No racial, sexual, or religious biases		X		
19. Portrayal of racial, religious, and ethic groups, builds understanding, appreciation, and acceptance			X	
COMPONENTS AND ORGANIZATION				
20. Materials not too large, bulky or complex	X			
21. Materials are relatively easy to use	X			
22. Special inservice training is required				X
23. Materials are well designed and packaged		X		
24. Materials are reasonably priced	X			
TEACHER MATERIALS				
25. Adequate teacher guides or manuals provided				X
26. Provision for teacher-student interaction		X		
27. Suggestions and instructions for meeting needs of students of varying levels are included			X	
28. Includes suggestions for related learning activities			X	
SUMMARY AND RECOMMENDATIONS				
29. Materials would make a significant addition to the classroom		X		
30. Materials do what they are intended to do		X		
31. I recommend the purchase of these materials		X		

MATERIAL EVALUATION

I. GENERAL INFORMATION

a) Name: THE ETC PROGRAM: A COMPETENCY-BASED GRAMMAR BOOK 5
LANGUAGE AND CULTURE IN DEPTH

b) Copyright Date: 1989

c) Price: $10.95

d) Address: Random House
201 East 50th Street
New York, NY 10022
Telephone: (212) 751-2600

e) Value: This text is of limited value for most ESL students except those needing a rapid review of advanced level grammar.

II. FORMAT OF MATERIALS:

Book
Teacher's Manual

III. COMMENTS

This book could be used successfully with students with a working knowledge of English grammar rules and terminology. The first chapter contains a complete overview of parts of speech, the most important verb tenses and other major grammatical features. This chapter should be used to determine student readiness. Any student who has difficulty with this preliminary unit will find the pace and scope of the book most frustrating.

In each of the ten chapters, grammatical items are presented in chart form followed by practice exercises. The presentation is well-sequenced. For example, the forms of the simple and progressive verb tenses are described and practiced in sentence exercises. Then the usage of each aspect of the tenses is compared and discrimination exercises follow. In this way, the form and usage of most essential grammar items that advanced level students need to know, including modals and complex sentence structures, are covered intensively. Each chapter evaluates student learning by means of a story with errors which the student corrects. The correct versions of these stories are in the back of the book.

This book claims to be competency-based. Contexts include medical problems, employment and banking with some cultural content such as American humor and handling misunderstandings at work. This sketchy content hardly fulfills the promise of the book's title. There are some discussion topics, games and writing assignments designed to develop fluency. Students found these activities uninteresting since the strong grammar focus limited real communication. The text does not give guidance on pronunciation and intonation needed for oral production.

This book is recommended for students already familiar with basic grammar.

Readability level __ II, Grade 8 (Fry)

CHECKLIST FOR EVALUATING INSTRUCTIONAL MATERIALS
(Strong - S Adequate - A Weak - W Non-applicable - N/A)

	S	A	W	N/A
GOALS AND OBJECTIVES				
1. Purpose and rationale fully explained	X			
2. Goals and objectives clearly identified	X			
3. Content directed to stated goals and objectives		X		
4. Procedures include ways to determine students' readiness		X		
5. Assessment of student achievement included		X		
VALIDITY				
6. Authors appear to be qualified		X		
7. Materials have been field-tested				X
8. Evaluation of materials used				X
CONTENT OF MATERIALS				
9. Concepts well developed and sequentially developed		X		
10. No confusing and/or conflicting concepts		X		
11. Skills sequenced, introduced and reviewed		X		
12. Major points clearly identified	X			
13. Audio-visual elements integrated		X		
14. Reading level is appropriate for student in this program	X			
15. Materials can be worked with independently or with minimum help		X		
16. Content will stimulate and challenge students			X	
OBJECTIVITY				
17. Information is factual	X			
18. No racial, sexual, or religious biases	X			
19. Portrayal of racial, religious, and ethic groups, builds understanding, appreciation, and acceptance		X		
COMPONENTS AND ORGANIZATION				
20. Materials not too large, bulky or complex	X			
21. Materials are relatively easy to use		X		
22. Special inservice training is required				X
23. Materials are well designed and packaged		X		
24. Materials are reasonably priced	X			
TEACHER MATERIALS				
25. Adequate teacher guides or manuals provided				X
26. Provision for teacher-student interaction			X	
27. Suggestions and instructions for meeting needs of students of varying levels are included			X	
28. Includes suggestions for related learning activities			X	
SUMMARY AND RECOMMENDATIONS				
29. Materials would make a significant addition to the classroom		X		
30. Materials do what they are intended to do			X	
31. I recommend the purchase of these materials			X	

MATERIAL EVALUATION

I. GENERAL INFORMATION

a) Name: EXPEDITIONS INTO ENGLISH: LISTENING/ SPEAKING BOOK 1

b) Copyright Date: 1990

c) Price: $20.00

d) Address:
Prentice-Hall Regents
113 Sylvan Avenue, Route 9W
Englewood Cliffs, New Jersey 07632
Telephone: (800) 922-0579

e) Value: This text provides supplementary listening and speaking material.

II. FORMAT OF MATERIALS:

Book
Teacher's Guide
Tape

III. COMMENTS

EXPEDITIONS INTO ENGLISH: LISTENING/SPEAKING BOOK 1 addresses oral and aural needs of the beginning adult ESL student. It is the core text of an integrated series which includes texts for reading, grammar, and writing.

Learning basic survival skills through units based on everyday themes is the goal of EXPEDITIONS. The dialogues, many of which are presented on tape for the students, are interesting. They make use of current language without caving into colloquialism. The abundant matching and multiple-choice exercises are not overly challenging to the students, but they are accompanied by vivid drawings.

Perhaps the danger in dividing a series into four texts, according to the skill areas, lies in providing too much information in each. EXPEDITIONS INTO ENGLISH: LISTENING/SPEAKING 1 can overwhelm the student with superfluous material. A unit entitled "The Body" need not detail body functions and causes of diseases for the beginning student, as is found here. The teacher may choose portions of this text for supplementary use, but use as a basic text for average beginning ESL classes should be limited.

Readability level __ I, Grade 4 (Fry)

CHECKLIST FOR EVALUATING INSTRUCTIONAL MATERIALS
(Strong - S Adequate - A Weak - W Non-applicable - N/A)

	S	A	W	N/A
GOALS AND OBJECTIVES				
1. Purpose and rationale fully explained	X			
2. Goals and objectives clearly identified	X			
3. Content directed to stated goals and objectives	X			
4. Procedures include ways to determine students' readiness		X		
5. Assessment of student achievement included		X		
VALIDITY				
6. Authors appear to be qualified	X			
7. Materials have been field-tested	X			
8. Evaluation of materials used	X			
CONTENT OF MATERIALS				
9. Concepts well developed and sequentially developed	X			
10. No confusing and/or conflicting concepts		X		
11. Skills sequenced, introduced and reviewed		X		
12. Major points clearly identified	X			
13. Audio-visual elements integrated	X			
14. Reading level is appropriate for student in this program		X		
15. Materials can be worked with independently or with minimum help				X
16. Content will stimulate and challenge students		X		
OBJECTIVITY				
17. Information is factual	X			
18. No racial, sexual, or religious biases	X			
19. Portrayal of racial, religious, and ethic groups, builds understanding, appreciation, and acceptance	X			
COMPONENTS AND ORGANIZATION				
20. Materials not too large, bulky or complex		X		
21. Materials are relatively easy to use		X		
22. Special inservice training is required				X
23. Materials are well designed and packaged	X			
24. Materials are reasonably priced		X		
TEACHER MATERIALS				
25. Adequate teacher guides or manuals provided	X			
26. Provision for teacher-student interaction	X			
27. Suggestions and instructions for meeting needs of students of varying levels are included		X		
28. Includes suggestions for related learning activities		X		
SUMMARY AND RECOMMENDATIONS				
29. Materials would make a significant addition to the classroom		X		
30. Materials do what they are intended to do		X		
31. I recommend the purchase of these materials		X		

MATERIAL EVALUATION

I. GENERAL INFORMATION

a) Name:	GRAMMAR DIALOGUES
b) Copyright Date:	1992
c) Price:	$18.45
d) Address:	Prentice Hall Regents 113 Sylvan Avenue, Route 9W Englewood Cliffs, NJ 07632 Telephone: (800) 922-0579
e) Value:	This text has limited usefulness in the development of fluency in grammar.

II. FORMAT OF MATERIALS: Book

III. COMMENTS

GRAMMAR DIALOGUES, an advanced-level text, claims to employ an interactive approach, because the grammar content is presented in dialogue form and is intended for pairwork in the classroom. The introduction, however, is unhelpful in explaining how to used the book in this way, and there appears to be no supplementary instructor's guide.

Each unit in this book begins with a review section which can be used to assess students' readiness for the chapter. Following the review are pages, (sometimes as many as five or six) of explanations of grammatical rules and patterns interspersed by practice exercises with key words and phrases deleted. The students are supposed to work in pairs to insert the missing items and practice the dialogues orally. The explanations are abstract and wordy, with no charts or illustrations to clarify their meaning. The dialogue examples are insufficient. The topics are uninteresting and change constantly. Even advanced students spent too much time trying to figure out the correct answers to develop any fluency. Possibly, assigning the exercises for homework might help.

In all, this book has very limited usefulness, and the area of study it tries to cover is better addressed by other textbooks. For instance, teachers wanting to develop fluency in grammar use should try the SIDE BY SIDE series. Likewise, UNDERSTANDING AND USING GRAMMAR is recommended for clear explanations of grammatical rules. Both these books are published by Prentice-Hall.

Readability level __ II, Grade 7 (Fry)

CHECKLIST FOR EVALUATING INSTRUCTIONAL MATERIALS
(Strong - S Adequate - A Weak - W Non-applicable - N/A)

	S	A	W	N/A
GOALS AND OBJECTIVES				
1. Purpose and rationale fully explained			X	
2. Goals and objectives clearly identified			X	
3. Content directed to stated goals and objectives			X	
4. Procedures include ways to determine students' readiness		X		
5. Assessment of student achievement included		X		
VALIDITY				
6. Authors appear to be qualified		X		
7. Materials have been field-tested		X		
8. Evaluation of materials used				X
CONTENT OF MATERIALS				
9. Concepts well developed and sequentially developed		X		
10. No confusing and/or conflicting concepts			X	
11. Skills sequenced, introduced and reviewed		X		
12. Major points clearly identified		X		
13. Audio-visual elements integrated				X
14. Reading level is appropriate for student in this program			X	
15. Materials can be worked with independently or with minimum help			X	
16. Content will stimulate and challenge students			X	
OBJECTIVITY				
17. Information is factual	X			
18. No racial, sexual, or religious biases		X		
19. Portrayal of racial, religious, and ethic groups, builds understanding, appreciation, and acceptance		X		
COMPONENTS AND ORGANIZATION				
20. Materials not too large, bulky or complex	X			
21. Materials are relatively easy to use			X	
22. Special inservice training is required				X
23. Materials are well designed and packaged		X		
24. Materials are reasonably priced		X		
TEACHER MATERIALS				
25. Adequate teacher guides or manuals provided			X	
26. Provision for teacher-student interaction			X	
27. Suggestions and instructions for meeting needs of students of varying levels are included			X	
28. Includes suggestions for related learning activities			X	
SUMMARY AND RECOMMENDATIONS				
29. Materials would make a significant addition to the classroom			X	
30. Materials do what they are intended to do			X	
31. I recommend the purchase of these materials			X	

MATERIAL EVALUATION

I. GENERAL INFORMATION

a) Name:	HERE TO STAY IN THE USA: ESL/US STUDIÉS FOR BEGINNERS
b) Copyright Date:	1990
c) Price:	$6.70
d) Address:	Alemony Press, 2501 Industrial Parkway West Hayward CA 94545 Telephone: (415) 887-7070
e) Value:	This is a supplemental ESL text designed for beginning ESL students who plan to become citizens, or who are permanent residents who need to reinforce a variety of life skills.

II. FORMAT OF MATERIALS: Book

III. COMMENTS

This text is for beginning ESL students addresses reading, vocabulary development, writing and student interaction through listening. First, the chapter is introduced by four black and white photographs; for example, one may be a picture "form" that the student will later learn how to fill out. Key words and phrases are highlighted at the beginning of two readings. The readings consist of six drawings with sentences. The vocabulary pictures are followed by a major question with five comprehension phrases. Action Scripts use Total Physical Response with concise, simple drawings. Practice is given with a form. How to read the form and fill it out is next. Then listening is addressed with a teacher-directed activity. A student-paired activity would be helpful. Communicative activities are encouraged through dialogues.

Reinforcement is given through duplicate activities and by reviewing blank forms. This format is replicated in the next 10 units. The illustrations are simple yet culturally effective. The content is informative and interesting for any ESL student, but especially for the beginner. Varied topics, from life skills to culture, make this book a good supplement for any ESL program.

Readability Level __ 1, Grade 3 (Fry)

CHECKLIST FOR EVALUATING INSTRUCTIONAL MATERIALS

(Strong - S Adequate - A Weak - W Non-applicable - N/A)

	S	A	W	N/A
GOALS AND OBJECTIVES				
1. Purpose and rationale fully explained				X
2. Goals and objectives clearly identified			X	
3. Content directed to stated goals and objectives				X
4. Procedures include ways to determine students' readiness			X	
5. Assessment of student achievement included				X
VALIDITY				
6. Authors appear to be qualified		X		
7. Materials have been field-tested		X		
8. Evaluation of materials used		X		
CONTENT OF MATERIALS				
9. Concepts well developed and sequentially developed		X		
10. No confusing and/or conflicting concepts		X		
11. Skills sequenced, introduced and reviewed		X		
12. Major points clearly identified		X		
13. Audio-visual elements integrated		X		
14. Reading level is appropriate for student in this program	X			
15. Materials can be worked with independently or with minimum help	X			
16. Content will stimulate and challenge students	X			
OBJECTIVITY				
17. Information is factual	X			
18. No racial, sexual, or religious biases	X			
19. Portrayal of racial, religious, and ethic groups, builds understanding, appreciation, and acceptance	X			
COMPONENTS AND ORGANIZATION				
20. Materials not too large, bulky or complex	X			
21. Materials are relatively easy to use	X			
22. Special inservice training is required				X
23. Materials are well designed and packaged	X			
24. Materials are reasonably priced	X			
TEACHER MATERIALS				
25. Adequate teacher guides or manuals provided				X
26. Provision for teacher-student interaction	X			
27. Suggestions and instructions for meeting needs of students of varying levels are included				X
28. Includes suggestions for related learning activities		X		
SUMMARY AND RECOMMENDATIONS				
29. Materials would make a significant addition to the classroom		X		
30. Materials do what they are intended to do		X		
31. I recommend the purchase of these materials		X		

MATERIAL EVALUATION

I. GENERAL INFORMATION

a) Name:	THE IMMIGRANT EXPERIENCE
b) Copyright Date:	1987
c) Price:	$11.85, Book $17.00, Tape
d) Address:	Prentice Hall Regents 113 Sylvan Avenue, Route 9w Englewood Cliffs, NJ 07632 Telephone: 1-800-922-0579
e) Value:	This grammar-based, interactive multiskill ESL book is appropriate for intermediate level adult learners.

II. FORMAT OF MATERIALS:	Book Tape

III. COMMENTS

THE IMMIGRANT EXPERIENCE contains 12 units and 154 pages. The topics are varied. Included are Dealing With Crime, Dating A New Friend, Celebrating A Birthday, Finding A Roommate, Looking For A Job, And Getting A Job. The design is sequential and the format encourages pair practice.

The organization of the lessons is also varied. No two lessons are organized exactly the same; they are instead self-contained. The focus of the book is grammar and reading with some writing and listening. The table of contents provides the grammar structure and lifeskill. The illustrations are simple yet effective. A tape is available. In many of the "listening-fill in" exercises the tape is essential; there is no script in the back of the book. Many communicative activities are presented. This is conductive to pair and group discussion, as well as interaction.

The Teacher's Notes are stated to be essential yet ambiguous and unclear as to exactly their location.

In many of the lessons Total Physical Response for writing is used. This book is recommended for the experienced ESL teacher.

Readability level __ II, Grade 7 (Fry)

CHECKLIST FOR EVALUATING INSTRUCTIONAL MATERIALS

(Strong - S Adequate - A Weak - W Non-applicable - N/A)

	S	A	W	N/A
GOALS AND OBJECTIVES				
1. Purpose and rationale fully explained	X			
2. Goals and objectives clearly identified	X			
3. Content directed to stated goals and objectives	X			
4. Procedures include ways to determine students' readiness		X		
5. Assessment of student achievement included		X		
VALIDITY				
6. Authors appear to be qualified	X			
7. Materials have been field-tested	X			
8. Evaluation of materials used	X			
CONTENT OF MATERIALS				
9. Concepts well developed and sequentially developed	X			
10. No confusing and/or conflicting concepts	X			
11. Skills sequenced, introduced and reviewed	X			
12. Major points clearly identified	X			
13. Audio-visual elements integrated	X			
14. Reading level is appropriate for student in this program	X			
15. Materials can be worked with independently or with minimum help		X		
16. Content will stimulate and challenge students	X			
OBJECTIVITY				
17. Information is factual	X			
18. No racial, sexual, or religious biases	X			
19. Portrayal of racial, religious, and ethic groups builds understanding, appreciation, and acceptance	X			
COMPONENTS AND ORGANIZATION				
20. Materials not too large, bulky or complex	X			
21. Materials are relatively easy to use	X			
22. Special inservice training is required				X
23. Materials are well designed and packaged	X			
24. Materials are reasonably priced		X		
TEACHER MATERIALS				
25. Adequate teacher guides or manuals provided				X
26. Provision for teacher-student interaction	X			
27. Suggestions and instructions for meeting needs of students of varying levels are included		X		
28. Includes suggestions for related learning activities		X		
SUMMARY AND RECOMMENDATIONS				
29. Materials would make a significant addition to the classroom		X		
30. Materials do what they are intended to do	X			
31. I recommend the purchase of these materials		X		

MATERIAL EVALUATION

I. GENERAL INFORMATION

a) Name:	IN THE REAL WORLD: ACTIVITIES FOR ORAL AND WRITTEN COMMUNICATION
b) Copyright Date:	1993
c) Price:	$14.00
d) Address:	Heinle & Heinle Publishers Wadsworth Book Distribution Center 7675 Empire Drive Florence, KY 41042 Telephone: 1-800-354-9706
e) Value:	This book provides practice in performing real life activities in reading, writing, listening and speaking.

II. FORMAT OF MATERIALS: Workbook

III. COMMENTS

There is no instructional component to this workbook. It presents a series of practice exercises arranged around sixteen (16) various real life activities (Staying Healthy, Leaving a Message, Getting a Job, etc.). A good variety of listening, speaking, reading, and writing activities are included.

Instructions for completing the exercises are sometimes inadequate or confusing. Some are very basic exercises, while others require not only skill with the English language but also skill in other subject-matter areas. For example, a map of the United States is shown with cities placed in the wrong states. The student is asked to correct the errors. This presumes a rather sophisticated knowledge of US geography. Exercises seem to be inconsistent in skill sequence.

Readability level __ II, Grade 7 (Fry)

CHECKLIST FOR EVALUATING INSTRUCTIONAL MATERIALS

(Strong - S Adequate - A Weak - W Non-applicable - N/A)

	S	A	W	N/A
GOALS AND OBJECTIVES				
1. Purpose and rationale fully explained		X		
2. Goals and objectives clearly identified	X			
3. Content directed to stated goals and objectives		X		
4. Procedures include ways to determine students' readiness			X	
5. Assessment of student achievement included			X	
VALIDITY				
6. Authors appear to be qualified	X			
7. Materials have been field-tested				X
8. Evaluation of materials used				X
CONTENT OF MATERIALS				
9. Concepts well developed and sequentially developed			X	
10. No confusing and/or conflicting concepts			X	
1. Skills sequenced, introduced and reviewed			X	
12. Major points clearly identified		X		
13. Audio-visual elements integrated	X			
14. Reading level is appropriate for student in this program			X	
15. Materials can be worked with independently or with minimum help			X	
16. Content will stimulate and challenge students	X			
OBJECTIVITY				
17. Information is factual	X			
18. No racial, sexual, or religious biases	X			
19. Portrayal of racial, religious, and ethnic groups, builds understanding, appreciation, and acceptance	X			
COMPONENTS AND ORGANIZATION				
20. Materials not too large, bulky or complex	X			
21. Materials are relatively easy to use			X	
22. Special inservice training is required				X
23. Materials are well designed and packaged		X		
24. Materials are reasonably priced		X		
TEACHER MATERIALS				
25. Adequate teacher guides or manuals provided			X	
26. Provision for teacher-student interaction	X			
27. Suggestions and instructions for meeting needs of students of varying levels are included			X	
28. Includes suggestions for related learning activities	X			
SUMMARY AND RECOMMENDATIONS				
29. Materials would make a significant addition to the classroom			X	
30. Materials do what they are intended to do		X		
31. I recommend the purchase of these materials			X	

MATERIAL EVALUATION

I. GENERAL INFORMATION

a) Name: LOOKING AT AMERICAN HOLIDAYS

b) Copyright Date: 1985

c) Price: $4.95

d) Address:
National Textbook Co.
4255 West Touhy Avenue
Lincolnwood, IL 60646-1975
Telephone: (800) 334-7344

e) Value: This text is designed to familiarize students with American holidays and celebrations including customs and activities related to holidays and celebrations.

II. FORMAT OF MATERIALS:

Book
Teacher's Guide

III. COMMENTS

This 45-paged pictorial book is one of a four-part series of LOOKING AT AMERICAN... THE OTHERS ARE LOOKING AT AMERICAN SIGNS, LOOKING AT AMERICAN FOOD, and LOOKING AT AMERICAN RECREATION. Like the others, it consists of interesting black and white photographs. There are 24 specific holidays and celebrations, including birthdays. A few are: New Year's Day, Martin Luther King's Birthday, St. Valentine's Day, Flag Day, General Election Day, May Day, and ethnic holidays like Chinese New Year's, and St. Patrick's Day. The main objective is to familiarize one with rituals, customs, and activities associated with specific American holidays and celebrations. Questions which relate to the unit and photographs are included as a comprehension check. The bold printed vocabulary, which includes meaning is at the end of the list of questions.

Reading is the main skill focused on, with some writing included. A great value is group discussion and language generated by the unusual, varied photographs.

The teacher's guide which contains prereading suggestions is most helpful. Additional vocabulary is also included for comprehension and assessment. Postreading suggestions are also stated for evaluation and stimulation of independent study.

LOOKING AT AMERICAN HOLIDAYS would be a valuable addition for any ESL program.

Readability level __ III, Grade 10 (Fry)

CHECKLIST FOR EVALUATING INSTRUCTIONAL MATERIALS
(Strong - S Adequate - A Weak - W Non-applicable - N/A)

	S	A	W	N/A
GOALS AND OBJECTIVES				
1. Purpose and rationale fully explained	X			
2. Goals and objectives clearly identified	X			
3. Content directed to stated goals and objectives	X			
4. Procedures include ways to determine students' readiness				X
5. Assessment of student achievement included				X
VALIDITY				
6. Authors appear to be qualified	X			
7. Materials have been field-tested	X			
8. Evaluation of materials used	X			
CONTENT OF MATERIALS				
9. Concepts well developed and sequentially developed	X			
10. No confusing and/or conflicting concepts	X			
11. Skills sequenced, introduced and reviewed	X			
12. Major points clearly identified	X			
13. Audio-visual elements integrated				X
14. Reading level is appropriate for student in this program	X			
15. Materials can be worked with independently or with minimum help	X			
16. Content will stimulate and challenge students	X			
OBJECTIVITY				
17. Information is factual	X			
18. No racial, sexual, or religious biases	X			
19. Portrayal of racial, religious, and ethic groups builds understanding, appreciation, and acceptance	X			
COMPONENTS AND ORGANIZATION				
20. Materials not too large, bulky or complex	X			
21. Materials are relatively easy to use	X			
22. Special inservice training is required				X
23. Materials are well designed and packaged	X			
24. Materials are reasonably priced	X			
TEACHER MATERIALS				
25. Adequate teacher guides or manuals provided	X			
26. Provision for teacher-student interaction	X			
27. Suggestions and instructions for meeting needs of students of varying levels are included		X		
28. Includes suggestions for related learning activities		X		
SUMMARY AND RECOMMENDATIONS				
29. Materials would make a significant addition to the classroom	X			
30. Materials do what they are intended to do	X			
31. I recommend the purchase of these materials	X			

MATERIAL EVALUATION

I. GENERAL INFORMATION

a) Name:	NIGHT & DAY READING FOR THE ADULT LEARNER OF ESL/EFL
b) Copyright Date:	1994
c) Price:	$12.00
d) Address:	Prentice-Hall Regents 113 Sylvan Avenue, Route 9W Englewood Cliffs, NJ Telephone: (800) 922-0579
e) Value:	It is designed as a supplement to a multi-skills course for ESL students.

II. FORMAT OF MATERIALS: Book

III. COMMENTS

This book is for adult students who have acquired basic skills in reading English. It is organized into three parts. Part one is organized around the question words, "who, what, where, when, and why." Part two presents the topics of good nutrition, health, housing, and jobs. Part three presents the topics of sports, shopping, and cultural concerns about the issues of funerals, love, and birth.

Unfortunately, this book is very abstract and does not provide much continuity. The students who participated in the field test found it difficult to understand.

Readability level __ I, Grade 3 (Fry)

CHECKLIST FOR EVALUATING INSTRUCTIONAL MATERIALS

(Strong - S Adequate - A Weak - W Non-applicable - N/A)

	S	A	W	N/A
GOALS AND OBJECTIVES				
1. Purpose and rationale fully explained		X		
2. Goals and objectives clearly identified			X	
3. Content directed to stated goals and objectives		X		
4. Procedures include ways to determine students' readiness		X		
5. Assessment of student achievement included		X		
VALIDITY				
6. Authors appear to be qualified		X		
7. Materials have been field-tested		X		
8. Evaluation of materials used		X		
CONTENT OF MATERIALS				
9. Concepts well developed and sequentially developed			X	
10. No confusing and/or conflicting concepts			X	
11. Skills sequenced, introduced and reviewed		X		
12. Major points clearly identified			X	
13. Audio-visual elements integrated				X
14. Reading level is appropriate for student in this program			X	
15. Materials can be worked with independently or with minimum help			X	
16. Content will stimulate and challenge students			X	
OBJECTIVITY				
17. Information is factual		X		
18. No racial, sexual, or religious biases		X		
19. Portrayal of racial, religious, and ethic groups, builds understanding, appreciation, and acceptance				X
COMPONENTS AND ORGANIZATION				
20. Materials not too large, bulky or complex		X		
21. Materials are relatively easy to use			X	
22. Special inservice training is required			X	
23. Materials are well designed and packaged			X	
24. Materials are reasonably priced		X		
TEACHER MATERIALS				
25. Adequate teacher guides or manuals provided				X
26. Provision for teacher-student interaction		X		
27. Suggestions and instructions for meeting needs of students of varying levels are included			X	
28. Includes suggestions for related learning activities			X	
SUMMARY AND RECOMMENDATIONS				
29. Materials would make a significant addition to the classroom			X	
30. Materials do what they are intended to do			X	
31. I recommend the purchase of these materials			X	

MATERIAL EVALUATION

I. GENERAL INFORMATION

a) Name: PLEASE WRITE: A BEGINNING COMPOSITION TEXT FOR STUDENTS OF ESL

b) Copyright Date: 1986

c) Price: $14.70

d) Address:
Prentice-Hall Regents
113 Sylvan Avenue, Route 9W
Englewood Cliffs, NJ 07632
Telephone: (800) 922-0579

e) Value: This text is excellent for students beginning to learn how to write college level compositions.

II. FORMAT OF MATERIALS:

Book
Teacher's Guide

III. COMMENTS

The stated goal of PLEASE WRITE, a text for college-bound adults, is for learners to write correct sentences and organize them into simple compositions. Within the limits of this goal, the book is very successful.

The author of PLEASE WRITE is evidently very familiar with the realities of the classroom. In her introductions, she sets out procedures for using the book so clearly that even the most novice teacher could follow them. These procedures include regular review, exercises marked as in-class or homework assignments, and steps to ensure that each student writes the end-of-chapter composition successfully. In addition, the book contains several useful features such as an error key, a revision checklist, an excellent grammar review reference section, and a preliminary diagnostic unit. Furthermore, the inexpensive teacher's guide contains an answer key, unit quizzes, and midterm and final exams.

PLEASE WRITE is a practical, well-planned textbook for intermediate learners. The writing topics are drawn from learners' everyday lives; i.e., "Next Weekend," "A Vacation," specifically the varied cultures and backgrounds of foreign-born immigrants. The content of the exercises is bland and non-sequential, and no provision is given for class interaction, such as brainstorming to generate ideas on a topic, or group discussion of individual writings.

Readability level __ II, Grade 7 (Fry)

CHECKLIST FOR EVALUATING INSTRUCTIONAL MATERIALS
(Strong - S Adequate - A Weak - W Non-applicable - N/A)

	S	A	W	N/A
GOALS AND OBJECTIVES				
1. Purpose and rationale fully explained	X			
2. Goals and objectives clearly identified	X			
3. Content directed to stated goals and objectives	X			
4. Procedures include ways to determine students' readiness	X			
5. Assessment of student achievement included	X			
VALIDITY				
6. Authors appear to be qualified	X			
7. Materials have been field-tested	X			
8. Evaluation of materials used				X
CONTENT OF MATERIALS				
9. Concepts well developed and sequentially developed	X			
10. No confusing and/or conflicting concepts	X			
11. Skills sequenced, introduced and reviewed	X			
12. Major points clearly identified	X			
13. Audio-visual elements integrated				X
14. Reading level is appropriate for student in this program		X		
15. Materials can be worked with independently or with minimum help			X	
16. Content will stimulate and challenge students		X		
OBJECTIVITY				
17. Information is factual	X			
18. No racial, sexual, or religious biases	X			
19. Portrayal of racial, religious, and ethic groups, builds understanding, appreciation, and acceptance		X		
COMPONENTS AND ORGANIZATION				
20. Materials not too large, bulky or complex	X			
21. Materials are relatively easy to use	X			
22. Special inservice training is required				X
23. Materials are well designed and packaged	X			
24. Materials are reasonably priced		X		
TEACHER MATERIALS				
25. Adequate teacher guides or manuals provided	X			
26. Provision for teacher-student interaction		X		
27. Suggestions and instructions for meeting needs of students of varying levels are included			X	
28. Includes suggestions for related learning activities			X	
SUMMARY AND RECOMMENDATIONS				
29. Materials would make a significant addition to the classroom		X		
30. Materials do what they are intended to do	X			
31. I recommend the purchase of these materials	X			

MATERIAL EVALUATION

I. GENERAL INFORMATION

a) Name:	READING FOR REAL
b) Copyright Date:	1992
c) Price:	$16.95
d) Address:	Heinle & Heinle 20 Park Avenue Boston, MA 02116 Telephone: (800 354-6706
e) Value:	The material is appropriate as an intermediate ESL reading text.

II. FORMAT OF MATERIALS: Book

III. COMMENTS

READING FOR REAL is a collection of authentic reading selections, "unsimplified" for intermediate adult ESL students. It prepares the student for every type of reading commonly encountered by native speakers.

Illustrations introduce each unit, along with preparatory questions that pique the student's interest. Postreading activities drill particular structures and elements of composition. This straightforward format is consistent throughout the text.

Preventing the student from considering READING FOR REAL a mere textbook is the colorful array of reading selections. Students explore a variety of topics, from everyday dealing with neighbors to controversial bookbanning. Many readings offer opportunities for crosscultural sharing.

A basic understanding of the language is necessary for using this text, but intermediate learners in any adult program should benefit from READING FOR REAL.

Readability Level __ III, Grade 9 (Fry)

CHECKLIST FOR EVALUATING INSTRUCTIONAL MATERIALS

(Strong - S Adequatte - A Weak - W Non-applicable - N/A)

	S	A	W	N/A
GOALS AND OBJECTIVES				
1. Purpose and rationale fully explained	X			
2. Goals and objectives clearly identified	X			
3. Content directed to stated goals and objectives	X			
4. Procedures include ways to determine students' readiness	X			
5. Assessment of student achievement included		X		
VALIDITY				
6. Authors appear to be qualified	X			
7. Materials have been field-tested	X			
8. Evaluation of materials used	X			
CONTENT OF MATERIALS				
9. Concepts well developed and sequentially developed	X			
10. No confusing and/or conflicting concepts	X			
11. Skills sequenced, introduced and reviewed	X			
12. Major points clearly identified	X			
13. Audio-visual elements integrated	X			
14. Reading level is appropriate for student in this program	X			
15. Materials can be worked with independently or with minimum help		X		
16. Content will stimulate and challenge students	X			
OBJECTIVITY				
17. Information is factual	X			
18. No racial, sexual, or religious biases	X			
19. Portrayal of racial, religious, and ethic groups builds understanding, appreciation, and acceptance	X			
COMPONENTS AND ORGANIZATION				
20. Materials not too large, bulky or complex	X			
21. Materials are relatively easy to use	X			
22. Special inservice training is required				X
23. Materials are well designed and packaged	X			
24. Materials are reasonably priced		X		
TEACHER MATERIALS				
25. Adequate teacher guides or manuals provided		X		
26. Provision for teacher-student interaction		X		
27. Suggestions and instructions for meeting needs of students of varying levels are included		X		
28. Includes suggestions for related learning activities	X			
SUMMARY AND RECOMMENDATIONS				
29. Materials would make a significant addition to the classroom	X			
30. Materials do what they are intended to do	X			
31. I recommend the purchase of these materials	X			

MATERIAL EVALUATION

I. GENERAL INFORMATION

a) Name:	*READINGS IN ENGLISH SERIES*
b) Copyright Date:	*1990*
c) Price:	*$10.80 each*
d) Address:	*Prentice-Hall Regents* *113 Sylvan Avenue, Route 9W* *Englewood Cliffs, NJ 07632* *Telephone: (800) 922-0579*
e) Value:	*The three-book series offers ESL/EFL students an opportunity to improve their English skills through a variety of texts and activities.*

II. FORMAT OF MATERIALS: *Book (Series of Three)*

III. COMMENTS

The three-book series offers young adolescent ESL readers an opportunity to improve their English skills through reading and writing.

Each book has a selection of texts on a range of subjects. Book 1, THE DAY THE MOUNTAIN MOVED is for beginning ESL readers. Book 2, SNEAKERS AND BLUE JEANS is an introduction to fiction. This book is more suitable for females. Book 3, ONE IN A MILLION has news stories and has a different format from Books 1 and 2.

All three books involve vocabulary development, grammar, critical thinking, and writing. Exercises and activities in any of these areas can be found at the end of each story. Students can write in these books or the activities and exercises can be copied.

The books have some very nice features: the pages are nicely designed, the indices are clear, and visual aids (maps) are included.

These high interest books are more appropriate for middle school students, not adults.

Readability level __ II, Grade 8 (Fry), Book 1
II, Grade 8 (Fry), Book 2
III, Grade 9 (Fry), Book 3

CHECKLIST FOR EVALUATING INSTRUCTIONAL MATERIALS

(Strong - S Adequate - A Weak - W Non-applicable - N/A)

	S	A	W	N/A
GOALS AND OBJECTIVES				
1. Purpose and rationale fully explained	x			
2. Goals and objectives clearly identified	x			
3. Content directed to stated goals and objectives		x		
4. Procedures include ways to determine students' readiness		x		
5. Assessment of student achievement included		x		
VALIDITY				
6. Authors appear to be qualified		x		
7. Materials have been field-tested		x		
8. Evaluation of materials used		x		
CONTENT OF MATERIALS				
9. Concepts well developed and sequentially developed	x			
10. No confusing and/or conflicting concepts		x		
11. Skills sequenced, introduced and reviewed	x			
12. Major points clearly identified	x			
13. Audio-visual elements integrated		x		
14. Reading level is appropriate for student in this program		x		
15. Materials can be worked with independently or with minimum help		x		
16. Content will stimulate and challenge students		x		
OBJECTIVITY				
17. Information is factual		x		
18. No racial, sexual, or religious biases		x		
19. Portrayal of racial, religious, and ethic groups builds understanding, appreciation, and acceptance		x		
COMPONENTS AND ORGANIZATION				
20. Materials not too large, bulky or complex		x		
21. Materials are relatively easy to use		x		
22. Special inservice training is required				x
23. Materials are well designed and packaged	x			
24. Materials are reasonably priced	x			
TEACHER MATERIALS				
25. Adequate teacher guides or manuals provided		x		
26. Provision for teacher-student interaction		x		
27. Suggestions and instructions for meeting needs of students of varying levels are included		x		
28. Includes suggestions for related learning activities	x			
SUMMARY AND RECOMMENDATIONS				
29. Materials would make a significant addition to the classroom		x		
30. Materials do what they are intended to do		x		
31. I recommend the purchase of these materials		x		

MATERIAL EVALUATION

I. GENERAL INFORMATION

a) Name: ***SINGING, CHANTING TELLING TALES: ARTS IN THE LANGUAGE CLASSROOM***

b) Copyright Date: ***1992***

c) Price: ***$14.95***

d) Address:
Prentice-Hall Regents
113 Sylvan Avenue, Route 9W
Englewood Cliffs, NJ 07632
Telephone : (800) 922-0579

e) Value: ***This material is designed for ESL teachers as a resource for exploring the relationship between language and singing, chanting or telling stories.***

II. FORMAT OF MATERIALS: ***Book***

III. COMMENTS

This 75-paged book is a resource for teachers to explore writing, as well as performing jazz chants, poetry and song lyrics for ESL students. Included is a bibliography based on the author's personal experiences "in and out" of the ESL classroom. The correlation of language with rhythm, music, and song is shown by clear step-by-step instructions for writing jazz chants. Also, there is grammatical instruction as shown by the following example: "He called me. She called him. I didn't call him. He didn't call her. We called them. They didn't call us." The focus is subject/object, pronouns, and past tense. Also valuable, is writing chants to teach language function, practice special sounds, and develop vocabulary.

Suggestions are given on writing poetry from one's experiences, formulas and lists. At the end of this unit assignments for students are given.

The last unit consists of using music in the classroom by selecting familiar melodies and writing ESL lyrics. Again, step-by-step directions are given.

This is an enjoyable book that stimulates the teacher's creativity for pattern practice, intonation, and rhythm. In addition to varied teaching techniques, it validates the learner's ability to use music, poetry, and stories.

This book is a valuable addition to any professional resource library or personal ESL teacher's book collection.

Readability level __ Professional

CHECKLIST FOR EVALUATING INSTRUCTIONAL MATERIALS
(Strong - S Adequate - A Weak - W Non-applicable - N/A)

	S	A	W	N/A
GOALS AND OBJECTIVES				
1. Purpose and rationale fully explained		X		
2. Goals and objectives clearly identified		X		
3. Content directed to stated goals and objectives		X		
4. Procedures include ways to determine students' readiness		X		
5. Assessment of student achievement included				X
VALIDITY				
6. Authors appear to be qualified	X			
7. Materials have been field-tested	X			
8. Evaluation of materials used	X			
CONTENT OF MATERIALS				
9. Concepts well developed and sequentially developed	X			
10. No confusing and/or conflicting concepts	X			
11. Skills sequenced, introduced and reviewed	X			
12. Major points clearly identified	X			
13. Audio-visual elements integrated	X			
14. Reading level is appropriate for student in this program	X			
15. Materials can be worked with independently or with minimum help				X
16. Content will stimulate and challenge students	X			
OBJECTIVITY				
17. Information is factual	X			
18. No racial, sexual, or religious biases	X			
19. Portrayal of racial, religious, and ethic groups builds understanding, appreciation, and acceptance	X			
COMPONENTS AND ORGANIZATION				
20. Materials not too large, bulky or complex	X			
21. Materials are relatively easy to use	X			
22. Special inservice training is required		X		
23. Materials are well designed and packaged	X			
24. Materials are reasonably priced		X		
TEACHER MATERIALS				
25. Adequate teacher guides or manuals provided				X
26. Provision for teacher-student interaction	X			
27. Suggestions and instructions for meeting needs of students of varying levels are included		X		
28. Includes suggestions for related learning activities		X		
SUMMARY AND RECOMMENDATIONS				
29. Materials would make a significant addition to the classroom	X			
30. Materials do what they are intended to do	X			
31. I recommend the purchase of these materials	X			

MATERIAL EVALUATION

I. GENERAL INFORMATION

a) Name: *STORIES FROM AMERICAN BUSINESS*

b) Copyright Date: *1987*

c) Price: *$9.60*

d) Address:
Prentice-Hall Regents
113 Sylvan Avenue, Route 9W
Englewood, Cliffs, NJ 07632
Telephone: (800) 922-0579

e) Value: *This text is primarily designed for high-intermediate to advanced level ESL students and is useful for business terminology, with cultural aspects included.*

II. FORMAT OF MATERIALS: *Book*

III. COMMENTS

This 95-paged book is a compilation of 10 successful Americans of varied backgrounds telling how they achieved success. The chapters begin with a black and white photo with a "catchy" title, followed by a narrative and is comprehension discussion questions. This can be used to stimulate small group or pair conversation. A communicative activity follows that addresses speaking, listening, and some writing. Idioms and business terminology are presented in bold type, with some definitions and various vocabulary reinforcement. Matching, rewriting, and fill-in the blank are varied methods of reinforcement. Critical thinking skills are addressed by a problem-solving activity after the vocabulary development. More speaking opportunities are provided by creating dialogues through different scenarios of role playing.

Some of the stories deal with the inventor of Monopoly, Charles B. Darrow; the Bank of America's founder, A.P. Giannini; black founder John H. Johnson of Chicago-based Johnson Printing; Mary Kay of Mary Kay cosmetics; I.M. Pei, architect of over 40 projects in the U.S. including the National Gallery of Art: Washington, D.C.: and Lee Iacocca of Chrysler Corporation. All of these stories give a positive view of American life and should inspire ESL students to achieve their own successes. Due to its motivational aspect, as well as its integration of oral, written and critical thinking skills, this book is recommended as an excellent supplement for high level students or specialty classes such as English in the workplace.

Readability level __ II, Grade 8 (Fry)

CHECKLIST FOR EVALUATING INSTRUCTIONAL MATERIALS

(Strong - S   Adequate - A   Weak - W   Non-applicable - N/A)

	S	A	W	N/A
GOALS AND OBJECTIVES				
1. Purpose and rationale fully explained	X			
2. Goals and objectives clearly identified	X			
3. Content directed to stated goals and objectives	X			
4. Procedures include ways to determine students' readiness				X
5. Assessment of student achievement included				X
VALIDITY				
6. Authors appear to be qualified	X			
7. Materials have been field-tested	X			
8. Evaluation of materials used	X			
CONTENT OF MATERIALS				
9. Concepts well developed and sequentially developed	X			
10. No confusing and/or conflicting concepts	X			
11. Skills sequenced, introduced and reviewed	X			
12. Major points clearly identified	X			
13. Audio-visual elements integrated		X		
14. Reading level is appropriate for student in this program	X			
15. Materials can be worked with independently or with minimum help		X		
16. Content will stimulate and challenge students	X			
OBJECTIVITY				
17. Information is factual	X			
18. No racial, sexual, or religious biases	X			
19. Portrayal of racial, religious, and ethic groups builds understanding, appreciation, and acceptance	X			
COMPONENTS AND ORGANIZATION				
20. Materials not too large, bulky or complex	X			
21. Materials are relatively easy to use	X			
22. Special inservice training is required				X
23. Materials are well designed and packaged	X			
24. Materials are reasonably priced	X			
TEACHER MATERIALS				
25. Adequate teacher guides or manuals provided		X		
26. Provision for teacher-student interaction	X			
27. Suggestions and instructions for meeting needs of students of varying levels are included				X
28. Includes suggestions for related learning activities	X			
SUMMARY AND RECOMMENDATIONS				
29. Materials would make a significant addition to the classroom	X			
30. Materials do what they are intended to do	X			
31. I recommend the purchase of these materials	X			

MATERIAL EVALUATION

I. GENERAL INFORMATION

a) Name: TAKE IT EASY

b) Copyright Date: 1981

c) Price: $14.00

d) Address:
Prentice-Hall Regents
113 Sylvan Avenue, Route 9W
Englewood Cliffs, NJ 07632
Telephone: (800) 922-0579

e) Value: This is a very useful text for advanced students in intensive classes or for self-study.

II. FORMAT OF MATERIALS: Book

III. COMMENTS

TAKE IT EASY is an effective book for teaching idioms to advanced-level students who are either in an intensive ESL program, or have enough time to work on this material independently.

This book is completely self-contained, with an excellent introduction addressing both the teacher and the student. In addition to instructions on how to use the book, there is a final review section, appendices with transcripts of the listening passages, and an answer key.

The content of the book is interesting and topical. There are plenty of practice and follow-up exercises and activities involving all four language skills: listening, speaking, reading, and writing. Each unit includes an innovative section in which students write notes on the grammatical features of the idiom and find their own examples of the idiom in use.

Teachers planning to use this book should be aware that no less than 166 are covered, together with a wide range of vocabulary. Students in an advanced-level class took two hours to do about one half of one unit. The book was most suited to students who had a high level of education in their own country, and had academic goals such as taking the TOEFL test. This book, although excellent, would be too time consuming and intensive for an average Adult ESL class.

Readability level __ II, Grade 8 (Fry)

CHECKLIST FOR EVALUATING INSTRUCTIONAL MATERIALS

(Strong - S Adequate - A Weak - W Non-applicable - N/A)

	S	A	W	N/A
GOALS AND OBJECTIVES				
1. Purpose and rationale fully explained	X			
2. Goals and objectives clearly identified	X			
3. Content directed to stated goals and objectives	X			
4. Procedures include ways to determine students' readiness			X	
5. Assessment of student achievement included		X		
VALIDITY				
6. Authors appear to be qualified	X			
7. Materials have been field-tested	X			
8. Evaluation of materials used				X
CONTENT OF MATERIALS				
9. Concepts well developed and sequentially developed	X			
10. No confusing and/or conflicting concepts	X			
11. Skills sequenced, introduced and reviewed	X			
12. Major points clearly identified	X			
13. Audio-visual elements integrated	X			
14. Reading level is appropriate for student in this program		X		
15. Materials can be worked with independently or with minimum help		X		
16. Content will stimulate and challenge students	X			
OBJECTIVITY				
17. Information is factual	X			
18. No racial, sexual, or religious biases		X		
19. Portrayal of racial, religious, and ethic groups, builds understanding, appreciation, and acceptance			X	
COMPONENTS AND ORGANIZATION				
20. Materials not too large, bulky or complex	X			
21. Materials are relatively easy to use		X		
22. Special inservice training is required			X	
23. Materials are well designed and packaged	X			
24. Materials are reasonably priced		X		
TEACHER MATERIALS				
25. Adequate teacher guides or manuals provided				X
26. Provision for teacher-student interaction		X		
27. Suggestions and instructions for meeting needs of students of varying levels are included			X	
28. Includes suggestions for related learning activities		X		
SUMMARY AND RECOMMENDATIONS				
29. Materials would make a significant addition to the classroom	X			
30. Materials do what they are intended to do	X			
31. I recommend the purchase of these materials		X		

MATERIAL EVALUATION

I. GENERAL INFORMATION

a) Name:	TELL ME MORE: AN ESL CONVERSATION TEXT
b) Copyright Date:	1989
c) Price:	$12.75
d) Address:	Scott, Foresman & Co. 1900 East Lake Avenue Glenview, IL 60025-9881 Telephone: (800) 628-4480
e) Value:	This text is useful to the instructor who wants a very structured conversation text.

II. FORMAT OF MATERIALS: Workbook

III. COMMENTS

TELL ME MORE is really a "grammar through guided conversation" text for Level II students. It provides a scant amount of information before launching the student into a structured conversation. The instructor will probably find it necessary to adapt the topics to local names and student needs. The text does provide a great deal of small bits of information about the United States and its people; unfortunately, it is scattered rather than tied together in thematic units.

There is more information than could be covered in one year in an adult ESL class. Students like the extensive coverage but felt overwhelmed by the number of topics.

Readability level __ II, Grade 7 (Fry)

CHECKLIST FOR EVALUATING INSTRUCTIONAL MATERIALS

(Strong - S Adequate - A Weak - W Non-applicable - N/A)

	S	A	W	N/A
GOALS AND OBJECTIVES				
1. Purpose and rationale fully explained	X			
2. Goals and objectives clearly identified	X			
3. Content directed to stated goals and objectives		X		
4. Procedures include ways to determine students' readiness			X	
5. Assessment of student achievement included			X	
VALIDITY				
6. Authors appear to be qualified			X	
7. Materials have been field-tested			X	
8. Evaluation of materials used			X	
CONTENT OF MATERIALS				
9. Concepts well developed and sequentially developed		X		
10. No confusing and/or conflicting concepts		X		
11. Skills sequenced, introduced and reviewed	X			
12. Major points clearly identified			X	
13. Audio-visual elements integrated		X		
14. Reading level is appropriate for student in this program		X		
15. Materials can be worked with independently or with minimum help				X
16. Content will stimulate and challenge students		X		
OBJECTIVITY				
17. Information is factual		X		
18. No racial, sexual, or religious biases		X		
19. Portrayal of racial, religious, and ethic groups, builds understanding, appreciation, and acceptance	X			
COMPONENTS AND ORGANIZATION				
20. Materials not too large, bulky or complex			X	
21. Materials are relatively easy to use			X	
22. Special inservice training is required				X
23. Materials are well designed and packaged		X		
24. Materials are reasonably priced	X			
TEACHER MATERIALS				
25. Adequate teacher guides or manuals provided				X
26. Provision for teacher-student interaction	X			
27. Suggestions and instructions for meeting needs of students of varying levels are included			X	
28. Includes suggestions for related learning activities			X	
SUMMARY AND RECOMMENDATIONS				
29. Materials would make a significant addition to the classroom		X		
30. Materials do what they are intended to do			X	
31. I recommend the purchase of these materials			X	

MATERIAL EVALUATION

I. GENERAL INFORMATION

a) Name: ***UNUSUAL STORIES FROM MANY LANDS***

b) Copyright Date: ***1985***

c) Price: ***$16.20***

d) Address:
Prentice-Hall Regents
113 Sylvan Avenue, Route 9W
Englewood Cliffs, NJ 07632
Telephone: (800) 922-0579

e) Value: ***This is a supplemental reading, composition, and discussion book.***

II. FORMAT OF MATERIALS: ***Book***

III. COMMENTS

UNUSUAL STORIES FROM MANY LANDS is a good supplemental reading, writing, and discussion book geared to Level III and IV ESL. The vocabulary may be a challenge for some Level III students, but the interest level is high so students will be motivated to continue. For Level IV, there should be a minimum number of new words.

The grammar points explored in some of the lessons can be adapted for either level and the discussion/writing questions are excellent. One big time-saving plus for the ESL teacher is the Table of Contents format. The entry for each story lists an approximate number of words, specific grammar points addressed, and types of practice exercises.

Readability level __ III, Grade 9 (Fry)

CHECKLIST FOR EVALUATING INSTRUCTIONAL MATERIALS
(Strong - S Adequate - A Weak - W Non-applicable - N/A)

	S	A	W	N/A
GOALS AND OBJECTIVES				
1. Purpose and rationale fully explained	x			
2. Goals and objectives clearly identified	x			
3. Content directed to stated goals and objectives	x			
4. Procedures include ways to determine students' readiness				x
5. Assessment of student achievement included				x
VALIDITY				
6. Authors appear to be qualified				x
7. Materials have been field-tested				x
8. Evaluation of materials used				x
CONTENT OF MATERIALS				
9. Concepts well developed and sequentially developed	x			
10. No confusing and/or conflicting concepts	x			
11. Skills sequenced, introduced and reviewed				x
12. Major points clearly identified	x			
13. Audio-visual elements integrated				x
14. Reading level is appropriate for student in this program	x			
15. Materials can be worked with independently or with minimum help	x			
16. Content will stimulate and challenge students	x			
OBJECTIVITY				
17. Information is factual	x			
18. No racial, sexual, or religious biases	x			
19. Portrayal of racial, religious, and ethic groups builds understanding, appreciation, and acceptance	x			
COMPONENTS AND ORGANIZATION				
20. Materials not too large, bulky or complex	x			
21. Materials are relatively easy to use	x			
22. Special inservice training is required				x
23. Materials are well designed and packaged		x		
24. Materials are reasonably priced		x		
TEACHER MATERIALS				
25. Adequate teacher guides or manuals provided	x			
26. Provision for teacher-student interaction	x			
27. Suggestions and instructions for meeting needs of students of varying levels are included			x	
28. Includes suggestions for related learning activities				x
SUMMARY AND RECOMMENDATIONS				
29. Materials would make a significant addition to the classroom	x			
30. Materials do what they are intended to do	x			
31. I recommend the purchase of these materials				x

MATERIAL EVALUATION

I. GENERAL INFORMATION

a) Name: VISIONS: AN ACADEMIC WRITING TEXT

b) Copyright Date: 1990

c) Price: $12.75

d) Address:
Prentice-Hall Regents
113 Sylvan Avenue, Route 9W
Englewood Cliffs, NJ 07632
Telephone: (800) 922-0579

e) Value: This is a preparatory writing text for pre-university ESL students seeking practice in academic and technical writing. The text is coordinated with VISIONS: A PRE-INTERMEDIATE GRAMMAR, but is renewed independently.

II. FORMAT OF MATERIALS: Book

III. COMMENTS

The text has both positive and negative qualities. First, the bad news. VISIONS: AN ACADEMIC WRITING TEXT was slow going for advanced adult ESL students. For example, a section on the telephone (Chapter 2) was boring to tears. The print for the text is too small; the layout is unexciting; the graphics seem less than professional. In addition, the text lacks an instructor's guide.

Yet the good outweighs the bad news. The text offers an ample range of pre-writing activities, which are so important to ESL students unfamiliar with writing in a second language. Such activities include brainstorming, listing main points, freewriting and outlining. The text is process-oriented, which, again, helps ESL students focus on the writing process. Finally, the text encourages students to become involved in peer editing and cooperative learning. Thus, students helped one another feel more comfortable with writing.

The field-testers particularly enjoyed the palm-reading section in Chapter 11. The text gives a brief explanation of the "art" of palm-reading, detailing what each line in a person's palm means. Students "read "each other's palms and write a paragraph making predictions about each other. This particular assignment provided great fun for the students and is an excellent activity in using modals (might, may, should, must) and the future tenses.

Readability level __ II, Grade 7 (Fry)

CHECKLIST FOR EVALUATING INSTRUCTIONAL MATERIALS
(Strong - S Adequate - A Weak - W Non-applicable - N/A)

	S	A	W	N/A
GOALS AND OBJECTIVES				
1. Purpose and rationale fully explained	X			
2. Goals and objectives clearly identified	X			
3. Content directed to stated goals and objectives		X		
4. Procedures include ways to determine students' readiness		X		
5. Assessment of student achievement included		X		
VALIDITY				
6. Authors appear to be qualified	X			
7. Materials have been field-tested		X		
8. Evaluation of materials used				X
CONTENT OF MATERIALS				
9. Concepts well developed and sequentially developed		X		
10. No confusing and/or conflicting concepts		X		
11. Skills sequenced, introduced and reviewed		X		
12. Major points clearly identified				X
13. Audio-visual elements integrated			X	
14. Reading level is appropriate for student in this program		X		
15. Materials can be worked with independently or with minimum help	X			
16. Content will stimulate and challenge students			X	
OBJECTIVITY				
17. Information is factual	X			
18. No racial, sexual, or religious biases	X			
19. Portrayal of racial, religious, and ethic groups builds understanding, appreciation, and acceptance	X			
COMPONENTS AND ORGANIZATION				
20. Materials not too large, bulky or complex	X			
21. Materials are relatively easy to use		X		
22. Special inservice training is required				X
23. Materials are well designed and packaged			X	
24. Materials are reasonably priced	X			
TEACHER MATERIALS				
25. Adequate teacher guides or manuals provided			X	
26. Provision for teacher-student interaction		X		
27. Suggestions and instructions for meeting needs of students of varying levels are included		X		
28. Includes suggestions for related learning activities	X			
SUMMARY AND RECOMMENDATIONS				
29. Materials would make a significant addition to the classroom		X		
30. Materials do what they are intended to do		X		
31. I recommend the purchase of these materials		X		

MATERIAL EVALUATION

I. GENERAL INFORMATION

a) Name: VISIONS: A PRE-INTERMEDIATE GRAMMAR

b) Copyright Date: 1990

c) Price: $16.00

d) Address:
Prentice-Hall Regents
113 Sylvan Avenue, Route 9W
Englewood Cliffs, NJ 07632
Telephone: (800) 922-0579

e) Value: This low intermediate grammar text for adults places major emphasis on communicative activities. The text is coordinated with Visions: An Academic Writing Text, but is reviewed independently.

II. FORMAT OF MATERIALS:

Book
Teacher's Edition ($15.00)

III. COMMENTS

VISIONS: A PRE-INTERMEDIATE GRAMMAR is recommended because it stresses grammar instruction in a communicative way that integrates the language skills. Each chapter has, on average, 30 different practice exercises, so students can use the structures highlighted in each chapter. From this reviewer's experience, low intermediate adult ESL students need more grammar practice than grammar theory. English itself is new to them, and grammar can be deadly. These learners need to feel more comfortable using English; they do not need to spend all their time memorizing grammar rules. They need to learn grammar structures by practice which interweaves listening, speaking, reading, and writing. This book and its ample exercises stress such practice.

In addition, the authors place their exercises in a real-life context; for example, renting an apartment or making travel arrangements. Thus, life skills are not forgotten as language skills are being practiced.

Finally, the book rightly highlights practice with answering and asking a great variety of questions: yes/no question; wh-question; factual questions; inference question; personal opinion questions and answers. Asking and answering questions is necessary real-world skill for adult ESL students; they need this valuable practice.

To sum up, this book is recommended for its emphasis on grammar structures taught by practice in a communicative way that integrates speaking, listening, reading and writing.

Readability level __ II, Grade 7 (Fry)

CHECKLIST FOR EVALUATING INSTRUCTIONAL MATERIALS

(Strong - S Adequate - A Weak - W Non-applicable - N/A)

	S	A	W	N/A
GOALS AND OBJECTIVES				
1. Purpose and rationale fully explained	X			
2. Goals and objectives clearly identified	X			
3. Content directed to stated goals and objectives	X			
4. Procedures include ways to determine students' readiness			X	
5. Assessment of student achievement included			X	
VALIDITY				
6. Authors appear to be qualified	X			
7. Materials have been field-tested		X		
8. Evaluation of materials used				X
CONTENT OF MATERIALS				
9. Concepts well developed and sequentially developed		X		
10. No confusing and/or conflicting concepts		X		
11. Skills sequenced, introduced and reviewed	X			
12. Major points clearly identified		X		
13. Audio-visual elements integrated		X		
14. Reading level is appropriate for student in this program		X		
15. Materials can be worked with independently or with minimum help		X		
16. Content will stimulate and challenge students	X			
OBJECTIVITY				
17. Information is factual	X			
18. No racial, sexual, or religious biases	X			
19. Portrayal of racial, religious, and ethic groups builds understanding, appreciation, and acceptance	X			
COMPONENTS AND ORGANIZATION				
20. Materials not too large, bulky or complex	X			
21. Materials are relatively easy to use	X			
22. Special inservice training is required				X
23. Materials are well designed and packaged		X		
24. Materials are reasonably priced		X		
TEACHER MATERIALS				
25. Adequate teacher guides or manuals provided		X		
26. Provision for teacher-student interaction	X			
27. Suggestions and instructions for meeting needs of students of varying levels are included		X		
28. Includes suggestions for related learning activities	X			
SUMMARY AND RECOMMENDATIONS				
29. Materials would make a significant addition to the classroom	X			
30. Materials do what they are intended to do	X			
31. I recommend the purchase of these materials	X			

MATERIAL EVALUATION

I. GENERAL INFORMATION

a) Name: ***WHAT'S THE STORY?, Books 1-4***

b) Copyright Date: ***1981***

c) Price: ***$8.95***

d) Address:

Longman Group Ltd.
Burnt Mill Harlow
Essex CM20 2JE
England

e) Value: ***This series provides supplemental practice in composition, vocabulary development, and oral language.***

II. FORMAT OF MATERIALS:

Book
Teacher's Guide
Large spiral-bound picture supplement available

III. COMMENTS

WHAT'S THE STORY is an ESL series primarily designed for oral and written language practice. The format implements sequential photographs to compose a story, develop vocabulary, and generate composition practice,

The teacher's guide is helpful in that it presents additional ideas for classroom use; i.e., telling the story from different points of view and role playing ideas. Specific suggestions are given for each set of pictures. Exercises in the student book are useful. For example, Book 4 includes sentence combining exercises that can be used to teach many grammar constructions. Other levels include exercises in punctuation, capitalization, and prepositions which reinforce common problem areas.

Readability level __ II, Grade 6 (Fry)

CHECKLIST FOR EVALUATING INSTRUCTIONAL MATERIALS
(Strong - S Adequate - A Weak - W Non-applicable - N/A)

	S	A	W	N/A
GOALS AND OBJECTIVES				
1. Purpose and rationale fully explained	X			
2. Goals and objectives clearly identified	X			
3. Content directed to stated goals and objectives	X			
4. Procedures include ways to determine students' readiness				X
5. Assessment of student achievement included				X
VALIDITY				
6. Authors appear to be qualified	X			
7. Materials have been field-tested				X
8. Evaluation of materials used				X
CONTENT OF MATERIALS				
9. Concepts well developed and sequentially developed				X
10. No confusing and/or conflicting concepts	X			
1. Skills sequenced, introduced and reviewed				X
12. Major points clearly identified	X			
13. Audio-visual elements integrated	X			
14. Reading level is appropriate for student in this program	X			
15. Materials can be worked with independently or with minimum help		X		
16. Content will stimulate and challenge students	X			
OBJECTIVITY				
17. Information is factual				X
18. No racial, sexual, or religious biases	X			
19. Portrayal of racial, religious, and ethnic groups, builds understanding, appreciation, and acceptance	X			
COMPONENTS AND ORGANIZATION				
20. Materials not too large, bulky or complex		X		
21. Materials are relatively easy to use	X			
22. Special inservice training is required				X
23. Materials are well designed and packaged	X			
24. Materials are reasonably priced		X		
TEACHER MATERIALS				
25. Adequate teacher guides or manuals provided	X			
26. Provision for teacher-student interaction	X			
27. Suggestions and instructions for meeting needs of students of varying levels are included	X			
28. Includes suggestions for related learning activities	X			
SUMMARY AND RECOMMENDATIONS				
29. Materials would make a significant addition to the classroom	X			
30. Materials do what they are intended to do	X			
31. I recommend the purchase of these materials				X

MATERIAL EVALUATION

I. GENERAL INFORMATION

a) Name:	WRITE SOON! A BEGINNING TEXT FOR ESL WRITERS
b) Copyright Date:	1990
c) Price:	$14.00
d) Address:	Maxwell Macmillan International Publishing Group ESL/EFL Department 866 Third Department New York, NY 10022 Telephone: (212) 702-2000
e) Value:	This text is not for the true ESL beginner, but for the beginning ESL writer. It provides both a grammar and a writing text for a course for elementary ESL writers.

II. FORMAT OF MATERIALS:

Book, Workbook

III. COMMENTS

In the introduction, the author notes that their is "a need for a text that can provide all of the material...needed for an ESL elementary writing course". While there are combined grammar and writing activities, it is certainly not extensive enough to provide all the materials needed. It is a writing text, requiring pair work and involving the student in the process of writing. The text is structured for a five (5) day-a-week class with an hour or two devoted to writing. The students should have literate in their own language and have a sense of the structure of the English language in order to be successful with this text.

The beginning material is almost too simple (alphabet, copying sentences), but the text progresses in seven (7) pages to terms such as antecedent and possessive adjective. Some of the activities could be self checking, but no answers are included in the text. This text might serve as a teacher resource, but it would probably prove difficult to use as the sole source for an ESL elementary writing course.

Readability level __ II, Grade 6 (Fry)

CHECKLIST FOR EVALUATING INSTRUCTIONAL MATERIALS

(Strong - S Adequate - A Weak - W Non-applicable - N/A)

	S	A	W	N/A
GOALS AND OBJECTIVES				
1. Purpose and rationale fully explained	X			
2. Goals and objectives clearly identified	X			
3. Content directed to stated goals and objectives		X		
4. Procedures include ways to determine students' readiness			X	
5. Assessment of student achievement included			X	
VALIDITY				
6. Authors appear to be qualified		X		
7. Materials have been field-tested				X
8. Evaluation of materials used				X
CONTENT OF MATERIALS				
9. Concepts well developed and sequentially developed		X		
10. No confusing and/or conflicting concepts		X		
11. Skills sequenced, introduced and reviewed		X		
12. Major points clearly identified	X			
13. Audio-visual elements integrated		X		
14. Reading level is appropriate for student in this program		X		
15. Materials can be worked with independently or with minimum help			X	
16. Content will stimulate and challenge students		X		
OBJECTIVITY				
17. Information is factual		X		
18. No racial, sexual, or religious biases		X		
19. Portrayal of racial, religious, and ethic groups builds understanding, appreciation, and acceptance		X		
COMPONENTS AND ORGANIZATION				
20. Materials not too large, bulky or complex		X		
21. Materials are relatively easy to use		X		
22. Special inservice training is required				X
23. Materials are well designed and packaged		X		
24. Materials are reasonably priced		X		
TEACHER MATERIALS				
25. Adequate teacher guides or manuals provided			X	
26. Provision for teacher-student interaction	X			
27. Suggestions and instructions for meeting needs of students of varying levels are included			X	
28. Includes suggestions for related learning activities			X	
SUMMARY AND RECOMMENDATIONS				
29. Materials would make a significant addition to the classroom			X	
30. Materials do what they are intended to do			X	
31. I recommend the purchase of these materials			X	

GENERAL EDUCATIONAL DEVELOPMENT (GED)

MATERIAL EVALUATION

I. GENERAL INFORMATION

a) Name: **PASSING THE GED AND PRACTICE BOOKS FOR PASSING THE GED**

b) Copyright Date: **1994**

c) Price: **PASSING THE GED - $8.95 each**
PRACTICE BOOKS - $4.33 each

d) Address:
Glencoe Division, Macmillan/McGraw-Hill
936 Eastwind Drive
Westerville, OH 43081
Telephone: (404) 717-7422

e) Value: **The comprehensive book, PASSING THE GED, is geared for students who need a quick review before taking the GED exam. The PRACTICE BOOKS FOR PASSING THE GED offer extensive practice for the exam.**

II. FORMAT OF MATERIALS:

Book
Workbook
Teacher's Guide

III. COMMENTS

The comprehensive book, PASSING THE GED, offers the student who needs a brief refresher course content and skill review in each of the five- subject areas on the GED test . The book is color-coded into subject areas and contains pretests as well as posttests. In each section, tinted columns signify instruction and white columns signify practice test items. Students who participated in field testing this book found the different colored columns to be a bit confusing.

The PRACTICE BOOKS FOR PASSING THE GED offer extensive practice for the GED test. Each book is divided into the content areas that appear on that particular GED test, but there is no instruction included.

Readability level __ III, Grades 9 - 12 (Fry)

CHECKLIST FOR EVALUATING INSTRUCTIONAL MATERIALS

(Strong - S Adequate - A Weak - W Non-applicable - N/A)

	S	A	W	N/A
GOALS AND OBJECTIVES				
1. Purpose and rationale fully explained	X			
2. Goals and objectives clearly identified		X		
3. Content directed to stated goals and objectives		X		
4. Procedures include ways to determine students' readiness		X		
5. Assessment of student achievement included	X			
VALIDITY				
6. Authors appear to be qualified				X
7. Materials have been field-tested				X
8. Evaluation of materials used				X
CONTENT OF MATERIALS				
9. Concepts well developed and sequentially developed		X		
10. No confusing and/or conflicting concepts		X		
11. Skills sequenced, introduced and reviewed		X		
12. Major points clearly identified		X		
13. Audio-visual elements integrated		X		
14. Reading level is appropriate for student in this program	X			
15. Materials can be worked with independently or with minimum help		X		
16. Content will stimulate and challenge students	X			
OBJECTIVITY				
17. Information is factual		X		
18. No racial, sexual, or religious biases		X		
19. Portrayal of racial, religious, and ethnic groups, builds understanding, appreciation, and acceptance		X		
COMPONENTS AND ORGANIZATION				
20. Materials not too large, bulky or complex		X		
21. Materials are relatively easy to use		X		
22. Special inservice training is required		X		
23. Materials are well designed and packaged		X		
24. Materials are reasonably priced		X		
TEACHER MATERIALS				
25. Adequate teacher guides or manuals provided		X		
26. Provision for teacher-student interaction			X	
27. Suggestions and instructions for meeting needs of students of varying levels are included				X
28. Includes suggestions for related learning activities				X
SUMMARY AND RECOMMENDATIONS				
29. Materials would make a significant addition to the classroom		X		
30. Materials do what they are intended to do		X		
31. I recommend the purchase of these materials			X	

MATERIAL EVALUATION

I. GENERAL INFORMATION

a) Name:	SPRINGBOARD FOR PASSING THE GED: INTERPRETING LITERATURE AND ARTS TEST
b) Copyright Date:	1994
c) Price:	$5.95
d) Address:	Glencoe Division, Macmillan/McGraw-Hill 936 Eastwind Drive Westerville, OH 43081 Telephone: (404) 717-7422
e) Value:	This book prepares the student to interpret questions on the GED Literature and Arts Test.

II. FORMAT OF MATERIALS: Book

III. COMMENTS

Excellent information and suggestions about the GED Test are given in the beginning of this text. Lessons are sequentially developed and cover the content areas of the GED Interpreting Literature and the Arts Test. A Skills Survey is provided as a pretest. Each question is labeled as to its cognitive level; i.e., application, comprehension, analysis, or evaluation. Each lesson begins at a basic level introducing a specific reading skill. Opportunity to practice the skill is then given followed by a warm-up exercise. The lesson progresses to GED test-taking tips, followed by passages and questions at the GED level. The text provides an excellent variety of reading skills and test-taking tips.

Readability level __ II, Grade 8 (Fry)

CHECKLIST FOR EVALUATING INSTRUCTIONAL MATERIALS
(Strong - S Adequate - A Weak - W Non-applicable - N/A)

	S	A	W	N/A
GOALS AND OBJECTIVES				
1. Purpose and rationale fully explained	X			
2. Goals and objectives clearly identified	X			
3. Content directed to stated goals and objectives	X			
4. Procedures include ways to determine students' readiness		X		
5. Assessment of student achievement included	X			
VALIDITY				
6. Authors appear to be qualified	X			
7. Materials have been field-tested				X
8. Evaluation of materials used				X
CONTENT OF MATERIALS				
9. Concepts well developed and sequentially developed	X			
10. No confusing and/or conflicting concepts		X		
11. Skills sequenced, introduced and reviewed	X			
12. Major points clearly identified	X			
13. Audio-visual elements integrated				X
14. Reading level is appropriate for student in this program	X			
15. Materials can be worked with independently or with minimum help		X		
16. Content will stimulate and challenge students		X		
OBJECTIVITY				
17. Information is factual	X			
18. No racial, sexual, or religious biases		X		
19. Portrayal of racial, religious, and ethnic groups, builds understanding, appreciation, and acceptance		X		
COMPONENTS AND ORGANIZATION				
20. Materials not too large, bulky or complex	X			
21. Materials are relatively easy to use		X		
22. Special inservice training is required				X
23. Materials are well designed and packaged		X		
24. Materials are reasonably priced				X
TEACHER MATERIALS				
25. Adequate teacher guides or manuals provided				X
26. Provision for teacher-student interaction	X			
27. Suggestions and instructions for meeting needs of students of varying levels are included			X	
28. Includes suggestions for related learning activities			X	
SUMMARY AND RECOMMENDATIONS				
29. Materials would make a significant addition to the classroom		X		
30. Materials do what they are intended to do		X		
31. I recommend the purchase of these materials		X		

MATERIAL EVALUATION

I. GENERAL INFORMATION

a) Name:	SPRINGBOARD FOR PASSING THE GED: INTERPRETING LITERATURE AND THE ARTS
b) Copyright Date:	1987
c) Price:	$6.85
d) Address:	Scott, Foresman and Company Lifelong Learning Division 1900 East Lake Avenue Glenview, IL 60025 Telephone: (800) 628-4480
e) Value:	This book provides instruction and practice for Interpreting Literature & the Arts of the GED Test.

I. FORMAT OF MATERIALS: Workbook

III. COMMENTS

SPRINGBOARD FOR PASSING THE GED: INTERPRETING LITERATURE AND THE ARTS is a helpful learning tool for students preparing for the GED. The book includes a diagnostic skills survey which the learner can score and interpret with ease. Posttests provide practice in testing in the GED format.

This book provides instruction and practice in reading skills, such as finding the main idea, inferring the main idea, determining the mood, and understanding figures of speech. Excerpts from popular and classical literature supplemented by commentary provide practice for the student.

An introductory section includes helpful information about the GED test in general and offers good test-taking tips. Test anxiety is also discussed.

Students with whom this book was field-tested found the material to be very helpful. However, the format of the book was sometimes confusing to them. The pages are "busy" with many different activities crowded together.

Readability level __ III, Grade 9 (Fry)

CHFCKLIST FOR EVALUATING INSTRUCTIONAL MATERIALS

(Strong - S Adequate - *A* Weak - *W* Non-applicable - *N/A)*

	S	A	W	N/A
GOALS AND OBJECTIVES				
1. Purpose and rationale fully explained	X			
2. Goals and objectives clearly identified	X			
3. Content directed to stated goals and objectives	X			
4. Procedures include ways to determine students' readiness	X			
5. Assessment of student achievement included	X			
VALIDITY				
6. Authors appear to be qualified	X			
7. Materials have been field-tested				X
8. Evaluation of materials used				X
CONTENT OF MATERIALS				
9. Concepts well developed and sequentially developed	X			
10. No confusing and/or conflicting concepts		X		
11. Skills sequenced, introduced and reviewed	X			
12. Major points clearly identified	X			
13. Audio-visual elements integrated				X
14. Reading level is appropriate for student in this program	X			
15. Materials can be worked with independently or with minimum help	X			
16. Content will stimulate and challenge students	X			
OBJECTIVITY				
17. Information is factual	X			
18. No racial, sexual, or religious biases	X			
19. Portrayal of racial, religious, and ethnic groups, builds understanding, appreciation, and acceptance	X			
COMPONENTS AND ORGANIZATION				
20. Materials not too large, bulky or complex	X			
21. Materials are relatively easy to use	X			
22. Special inservice training is required				X
23. Materials are well designed and packaged			X	
24. Materials are reasonably priced	X			
TEACHER MATERIALS				
25. Adequate teacher guides or manuals provided				X
26. Provision for teacher-student interaction	X			
27. Suggestions and instructions for meeting needs of students of varying levels are included				X
28. Includes suggestions for related learning activities	X			
SUMMARY AND RECOMMENDATIONS				
29. Materials would make a significant addition to the classroom		X		
30. Materials do what they are intended to do	X			
31. I recommend the purchase of these materials		X		

MATERIAL EVALUATION

I. GENERAL INFORMATION

a) Name:	SPRINGBOARD FOR PASSING THE GED MATHEMATICS TEST
b) Copyright Date:	1994
c) Price:	$5.95
d) Address:	Glencoe Division, Macmillan/McGraw-Hill 936 Eastwind Drive Westerville, OH 43081 Telephone: (404) 717-7422
e) Value:	This text provides instruction and practice in all skills necessary to pass the GED Math Test.

II. FORMAT OF MATERIALS: Book

III. COMMENTS

This book provides a comprehensive preparation for the GED Math Test. The Skills Survey is particularly useful as a pretest. Each lesson begins on a basic level and advances to a GED level. The student practices computation skills, then applies these skills in GED word problems. This all inclusive book from whole numbers through algebra and geometry, provides the student with an excellent overview of the GED Mathematics Test.

Readability level __ II, Grade 7 (Fry)

CHECKLIST FOR EVALUATING INSTRUCTIONAL MATERIALS

(Strong - S Adequate - A Weak - W Non-applicable - N/A)

	S	A	W	N/A
GOALS AND OBJECTIVES				
1. Purpose and rationale fully explained	X			
2. Goals and objectives clearly identified	X			
3. Content directed to stated goals and objectives	X			
4. Procedures include ways to determine students' readiness	X			
5. Assessment of student achievement included	X			
VALIDITY				
6. Authors appear to be qualified	X			
7. Materials have been field-tested				X
8. Evaluation of materials used				X
CONTENT OF MATERIALS				
9. Concepts well developed and sequentially developed	X			
10. No confusing and/or conflicting concepts	X			
11. Skills sequenced, introduced and reviewed		X		
12. Major points clearly identified	X			
13. Audio-visual elements integrated		X		
14. Reading level is appropriate for student in this program		X		
15. Materials can be worked with independently or with minimum help	X			
16. Content will stimulate and challenge students		X		
OBJECTIVITY				
17. Information is factual	X			
18. No racial, sexual, or religious biases				X
19. Portrayal of racial, religious, and ethnic groups, builds understanding, appreciation, and acceptance				X
COMPONENTS AND ORGANIZATION				
20. Materials not too large, bulky or complex	X			
21. Materials are relatively easy to use		X		
22. Special inservice training is required				X
23. Materials are well designed and packaged		X		
24. Materials are reasonably priced				X
TEACHER MATERIALS				
25. Adequate teacher guides or manuals provided				X
26. Provision for teacher-student interaction	X			
27. Suggestions and instructions for meeting needs of students of varying levels are included			X	
28. Includes suggestions for related learning activities			X	
SUMMARY AND RECOMMENDATIONS				
29. Materials would make a significant addition to the classroom	X			
30. Materials do what they are intended to do	X			
31. I recommend the purchase of these materials	X			

MATERIAL EVALUATION

I. GENERAL INFORMATION

a) Name:	*SPRINGBOARD FOR PASSING THE GED SCIENCE TEST*
b) Copyright Date:	*1994*
c) Price:	*$6.95*
d) Address:	*Glencoe Division, Macmillan/McGraw-Hill* *936 Eastwind Drive* *Westerville, OH 43081* *Telephone: (404) 717-7422*
e) Value:	*This book helps students prepare for the GED Science Test.*

II. FORMAT OF MATERIALS: *Book*

III. COMMENTS

An excellent introduction examines the GED Science Test and the content and use of the Text. A skills survey is provided which can be used as a pretest. Two posttests are used to evaluate progress. Each lesson begins at a basic level by introducing a particular science topic and vocabulary. A "Warm Up" exercise follows, which asks the student to restate the content material that was just read. The second part introduces a thinking or reading skill. The student applies the skill in a section called "Try It Yourself." Each skill is presented again in future lessons. The text provides an excellent variety of graphics.

Readability level __ III, Grade 10 (Fry)

CHECKLIST FOR EVALUATING INSTRUCTIONAL MATERIALS

*(Strong - **S** Adequate - **A** Weak - **W** Non-applicable - **N/A**)*

	S	*A*	*W*	*N/A*
GOALS AND OBJECTIVES				
1. Purpose and rationale fully explained	x			
2. Goals and objectives clearly identified	x			
3. Content directed to stated goals and objectives	x			
4. Procedures include ways to determine students' readiness	x			
5. Assessment of student achievement included	x			
VALIDITY				
6. Authors appear to be qualified	x			
7. Materials have been field-tested				x
8. Evaluation of materials used				x
CONTENT OF MATERIALS				
9. Concepts well developed and sequentially developed		x		
10. No confusing and/or conflicting concepts		x		
11. Skills sequenced, introduced and reviewed	x			
12. Major points clearly identified		x		
13. Audio-visual elements integrated	x			
14. Reading level is appropriate for student in this program	x			
15. Materials can be worked with independently or with minimum help		x		
16. Content will stimulate and challenge students		x		
OBJECTIVITY				
17. Information is factual	x			
18. No racial, sexual, or religious biases		x		
19. Portrayal of racial, religious, and ethnic groups, builds understanding, appreciation, and acceptance		x		
COMPONENTS AND ORGANIZATION				
20. Materials not too large, bulky or complex	x			
21. Materials are relatively easy to use		x		
22. Special inservice training is required				x
23. Materials are well designed and packaged		x		
24. Materials are reasonably priced				x
TEACHER MATERIALS				
25. Adequate teacher guides or manuals provided				x
26. Provision for teacher-student interaction	x			
27. Suggestions and instructions for meeting needs of students of varying levels are included			x	
28. Includes suggestions for related learning activities			x	
SUMMARY AND RECOMMENDATIONS				
29. Materials would make a significant addition to the classroom		x		
30. Materials do what they are intended to do		x		
31. I recommend the purchase of these materials		x		

MATERIAL EVALUATION

I. GENERAL INFORMATION

a) Name: ***SPRINGBOARD FOR PASSING THE GED SOCIAL STUDIES TEST***

b) Copyright Date: ***1994***

c) Price: ***$6.95***

d) Address:
Glencoe Division, Macmillan/McGraw-Hill
936 Eastwind Drive
Westerville, OH 43081
Telephone: (404) 717-7422

e) Value: ***This text prepares the student to interpret questions on the GED Social Studies Test.***

II. FORMAT OF MATERIALS: ***Book***

III. COMMENTS

This text begins by offering excellent information about the GED Social Studies Test. It discusses coping skills for test anxiety and offers practical suggestions for passing the test. A Skills Survey is provided which can be used as a pretest. Each question is labeled as to the cognitive level; i.e., application, comprehension, analysis, or evaluation. Each lesson begins at a basic level by introducing a particular social studies topic and vocabulary. A short exercise follows, which asks the student to restate or evaluate information. The second section of each lesson introduces a thinking or reading skill. Finally, a section called "Try It Yourself" tests the student's understanding of the particular skill. The text provides excellent graphics and a variety of reading skills and test-taking tips.

Readability level __ ***III, Grade 10 (Fry)***

CHECKLIST FOR EVALUATING INSTRUCTIONAL MATERIALS

*(Strong - **S** Adequate - **A** Weak - **W** Non-applicable - **N/A**)*

	S	A	W	N/A
GOALS AND OBJECTIVES				
1. Purpose and rationale fully explained	X			
2. Goals and objectives clearly identified	X			
3. Content directed to stated goals and objectives	X			
4. Procedures include ways to determine students' readiness		X		
5. Assessment of student achievement included	X			
VALIDITY				
6. Authors appear to be qualified	X			
7. Materials have been field-tested				X
8. Evaluation of materials used				X
CONTENT OF MATERIALS				
9. Concepts well developed and sequentially developed		X		
10. No confusing and/or conflicting concepts		X		
11. Skills sequenced, introduced and reviewed	X			
12. Major points clearly identified		X		
13. Audio-visual elements integrated	X			
14. Reading level is appropriate for student in this program	X			
15. Materials can be worked with independently or with minimum help		X		
16. Content will stimulate and challenge students		X		
OBJECTIVITY				
17. Information is factual	X			
18. No racial, sexual, or religious biases		X		
19. Portrayal of racial, religious, and ethnic groups, builds understanding, appreciation, and acceptance		X		
COMPONENTS AND ORGANIZATION				
20. Materials not too large, bulky or complex	X			
21. Materials are relatively easy to use		X		
22. Special inservice training is required				X
23. Materials are well designed and packaged		X		
24. Materials are reasonably priced				X
TEACHER MATERIALS				
25. Adequate teacher guides or manuals provided				X
26. Provision for teacher-student interaction	X			
27. Suggestions and instructions for meeting needs of students of varying levels are included			X	
28. Includes suggestions for related learning activities			X	
SUMMARY AND RECOMMENDATIONS				
29. Materials would make a significant addition to the classroom		X		
30. Materials do what they are intended to do		X		
31. I recommend the purchase of these materials		X		

MATERIAL EVALUATION

I. GENERAL INFORMATION

a) Name:	*SPRINGBOARD FOR PASSING THE GED WRITING SKILLS TEST*
b) Copyright Date:	*1994*
c) Price:	*$6.95*
d) Address:	*Glencoe Division, Macmillan/McGraw-Hill* *936 Eastwind Drive* *Westerville, OH 43081* *Telephone: (404) 717-7422*
e) Value:	*This text prepares the student for both sections of the GED Writing Skills Test.*

II. FORMAT OF MATERIALS: *Book*

III. COMMENTS

This text emphasizes composition skills beginning with sentence structure through essay structure. A Skills Survey serves as a pretest. Two posttests are also provided. Each lesson introduces a basic skill which the student then practices. The skill advances to a higher GED level in sections called "On the Springboard." Finally, the student tests out "The Real Thing" by practicing sample GED questions. The progression of skills should help improve the student's writing skills.

Readability level __ II, Grade 8 (Fry)

CHECKLIST FOR EVALUATING INSTRUCTIONAL MATERIALS

(Strong - S Adequate - A Weak - W Non-applicable - N/A)

	S	A	W	N/A
GOALS AND OBJECTIVES				
1. Purpose and rationale fully explained		X		
2. Goals and objectives clearly identified		X		
3. Content directed to stated goals and objectives		X		
4. Procedures include ways to determine students' readiness		X		
5. Assessment of student achievement included	X			
VALIDITY				
6. Authors appear to be qualified	X			
7. Materials have been field-tested				X
8. Evaluation of materials used				X
CONTENT OF MATERIALS				
9. Concepts well developed and sequentially developed	X			
10. No confusing and/or conflicting concepts	X			
11. Skills sequenced, introduced and reviewed	X			
12. Major points clearly identified		X		
13. Audio-visual elements integrated				X
14. Reading level is appropriate for student in this program		X		
15. Materials can be worked with independently or with minimum help		X		
16. Content will stimulate and challenge students		X		
OBJECTIVITY				
17. Information is factual		X		
18. No racial, sexual, or religious biases		X		
19. Portrayal of racial, religious, and ethnic groups, builds understanding, appreciation, and acceptance				X
COMPONENTS AND ORGANIZATION				
20. Materials not too large, bulky or complex	X			
21. Materials are relatively easy to use		X		
22. Special inservice training is required				X
23. Materials are well designed and packaged		X		
24. Materials are reasonably priced				X
TEACHER MATERIALS				
25. Adequate teacher guides or manuals provided				X
26. Provision for teacher-student interaction	X			
27. Suggestions and instructions for meeting needs of students of varying levels are included			X	
28. Includes suggestions for related learning activities			X	
SUMMARY AND RECOMMENDATIONS				
29. Materials would make a significant addition to the classroom		X		
30. Materials do what they are intended to do		X		
31. I recommend the purchase of these materials		X		

MATERIAL EVALUATION

I. GENERAL INFORMATION

a) Name: *THE GED ESSAY: WRITING SKILLS TO PASS THE TEST*

b) Copyright Date: *1993*

c) Price: *$6.60*

d) Address:
Contemporary Books, Inc.
Two Prudential Plaza
Chicago, IL 60601-6790
Telephone: (800) 621-1918

e) Value: *This text is a useful and informative guide which gives valuable tips to "budding" writers.*

II. FORMAT OF MATERIALS: *Workbook*

III. COMMENTS

THE GED ESSAY: WRITING SKILLS TO PASS THE TEST is a workable manual for approaching writing basics in a practical way. The immediacy of information and concrete advice will appeal to students.

Divided into six sections, the topic "Planning Your Essay" was particularly appealing to the GED students who participated in field-testing the material. It addressed the frequent problem of how to start an essay.

Five strategies were outlined and explored in length. Brainstorming and clustering exercises were particularly effective classroom activities. This manual is recommended as a practical guide to pre-GED writing.

Readability level __ III, Grade 9 (Fry)

CHECKLIST FOR EVALUATING INSTRUCTIONAL MATERIALS
(Strong - S Adequate - A Weak - W Non-applicable - N/A)

	S	A	W	N/A
GOALS AND OBJECTIVES				
1. Purpose and rationale fully explained	X			
2. Goals and objectives clearly identified	X			
3. Content directed to stated goals and objectives	X			
4. Procedures include ways to determine students' readiness	X			
5. Assessment of student achievement included	X			
VALIDITY				
6. Authors appear to be qualified	X			
7. Materials have been field-tested	X			
8. Evaluation of materials used	X			
CONTENT OF MATERIALS				
9. Concepts well developed and sequentially developed	X			
10. No confusing and/or conflicting concepts	X			
11. Skills sequenced, introduced and reviewed	X			
12. Major points clearly identified	X			
13. Audio-visual elements integrated	X			
14. Reading level is appropriate for student in this program	X			
15. Materials can be worked with independently or with minimum help	X			
16. Content will stimulate and challenge students	X			
OBJECTIVITY				
17. Information is factual	X			
18. No racial, sexual, or religious biases	X			
19. Portrayal of racial, religious, and ethnic groups, builds understanding, appreciation, and acceptance	X			
COMPONENTS AND ORGANIZATION				
20. Materials not too large, bulky or complex	X			
21. Materials are relatively easy to use	X			
22. Special inservice training is required	X			
23. Materials are well designed and packaged	X			
24. Materials are reasonably priced	X			
TEACHER MATERIALS				
25. Adequate teacher guides or manuals provided	X			
26. Provision for teacher-student interaction	X			
27. Suggestions and instructions for meeting needs of students of varying levels are included	X			
28. Includes suggestions for related learning activities	X			
SUMMARY AND RECOMMENDATIONS				
29. Materials would make a significant addition to the classroom	X			
30. Materials do what they are intended to do	X			
31. I recommend the purchase of these materials	X			

MATERIAL EVALUATION

I. GENERAL INFORMATION

a) Name: *WRITING SKILLS WORKBOOK SERIES GED*
BOOK 1: GRAMMAR AND USAGE
BOOK 2: SPELLING, CAPITALIZATION AND PUNCTUATION
BOOK 3: SENTENCE STRUCTURE

b) Copyright Date: *1988*

c) Price: *$6.00*

d) Address:
Contemporary Books, Inc.
Department F92
180 North Michigan Avenue
Chicago, IL 60601
Telephone: (800) 621-1918

e) Value: *This series is a good, quick reference workbook for basic writing skills.*

II. FORMAT OF MATERIALS: *Workbook*

III. COMMENTS

CONTEMPORARY'S WRITING SKILLS WORKBOOK SERIES GED consisting of BOOK 1: GRAMMAR AND USAGE, BOOK 2: SPELLING, CAPITALIZATION AND PUNCTUATION AND BOOK 3: SENTENCE STRUCTURE is a useful reference for basic rules of the English language. It uses a clear and concise approach to address the problem of writing clearly.

Each text in the series follows the same format. The first section consists of a pretest with a skills inventory evaluation chart to assess basic skill level. The second section introduces a topic; provides a definition of and a rule for the use of the topic; and provides reinforcing practice exercises. The third section consists of a final review, test and an answer key for the practice exercise sheets.

This material is recommended for use in the adult education classroom due to its clear, concise presentation and its usefulness in increasing the adult learners' writing abilities. Also, those who field-tested the material found the reinforcement activities to be particularly useful, and the series, as a whole, to be enjoyable.

Readability level __ II, Grade 7 (Fry)

CHECKLIST FOR EVALUATING INSTRUCTIONAL MATERIALS

(Strong - S Adequate - *A* Weak - *W* Non-applicable - *N/A*)

	S	A	W	N/A
GOALS AND OBJECTIVES				
1. Purpose and rationale fully explained	X			
2. Goals and objectives clearly identified	X			
3. Content directed to stated goals and objectives	X			
4. Procedures include ways to determine students' readiness	X			
5. Assessment of student achievement included	X			
VALIDITY				
6. Authors appear to be qualified	X			
7. Materials have been field-tested	X			
8. Evaluation of materials used	X			
CONTENT OF MATERIALS				
9. Concepts well developed and sequentially developed	X			
10. No confusing and/or conflicting concepts	X			
11. Skills sequenced, introduced and reviewed	X			
12. Major points clearly identified	X			
13. Audio-visual elements integrated	X			
14. Reading level is appropriate for student in this program	X			
15. Materials can be worked with independently or with minimum help	X			
16. Content will stimulate and challenge students	X			
OBJECTIVITY				
17. Information is factual	X			
18. No racial, sexual, or religious biases	X			
19. Portrayal of racial, religious, and ethnic groups, builds understanding, appreciation, and acceptance	X			
COMPONENTS AND ORGANIZATION				
20. Materials not too large, bulky or complex	X			
21. Materials are relatively easy to use	X			
22. Special inservice training is required				X
23. Materials are well designed and packaged	X			
24. Materials are reasonably priced	X			
TEACHER MATERIALS				
25. Adequate teacher guides or manuals provided	X			
26. Provision for teacher-student interaction	X			
27. Suggestions and instructions for meeting needs of students of varying levels are included	X			
28. Includes suggestions for related learning activities	X			
SUMMARY AND RECOMMENDATIONS				
29. Materials would make a significant addition to the classroom	X			
30. Materials do what they are intended to do	X			
31. I recommend the purchase of these materials	X			

MATHEMATICS

MATERIAL EVALUATION

I. GENERAL INFORMATION

a) Name: *BASIC FRACTIONS, BASIC DECIMALS*

b) Copyright Date: *1992*

c) Price: *$7.95*

d) Address:
Educational Design, Inc.
47 West 13th Street
New York, NY 10011
Telephone: (800) 221-9372

e) Value: *This material provides good introductory material and will enable many ABE/GED students to work and learn independently.*

II. FORMAT OF MATERIALS: *Workbook*

III. COMMENTS

These two workbooks provide clear, simply stated explanations. The language is direct and easy for the student to follow. When a new concept is introduced, the first practice page provides hints for problem solving; thus, enabling the student to become familiar with the process. The next practice page is similar, but without the hints. Each chapter has a review section and word problems are included with the practice problems for each concept. A weak point with this series is the lack of an answer key in the text which prevents students from checking their work.

Students who used these materials made the following comments: "This explanation makes it clear. I like this better than the book I have been using." "I wish I'd had this when starting fractions." "This makes fractions easy."
In summary, the workbook is recommended for purchase.

Readability level __ II, Grade 7 (Fry)

CHECKLIST FOR EVALUATING INSTRUCTIONAL MATERIALS

(Strong - S Adequate - A Weak - W Non-applicable - N/A)

	S	A	W	N/A
GOALS AND OBJECTIVES				
1. Purpose and rationale fully explained	X			
2. Goals and objectives clearly identified	X			
3. Content directed to stated goals and objectives	X			
4. Procedures include ways to determine students' readiness				X
5. Assessment of student achievement included	X			
VALIDITY				
6. Authors appear to be qualified		X		
7. Materials have been field-tested				X
8. Evaluation of materials used				X
CONTENT OF MATERIALS				
9. Concepts well developed and sequentially developed	X			
10. No confusing and/or conflicting concepts	X			
11. Skills sequenced, introduced and reviewed	X			
12. Major points clearly identified	X			
13. Audio-visual elements integrated	X			
14. Reading level is appropriate for student in this program	X			
15. Materials can be worked with independently or with minimum help	X			
16. Content will stimulate and challenge students		X		
OBJECTIVITY				
17. Information is factual	X			
18. No racial, sexual, or religious biases	X			
19. Portrayal of racial, religious, and ethnic groups, builds understanding, appreciation, and acceptance				X
COMPONENTS AND ORGANIZATION				
20. Materials not too large, bulky or complex	X			
21. Materials are relatively easy to use	X			
22. Special inservice training is required				X
23. Materials are well designed and packaged	X			
24. Materials are reasonably priced				X
TEACHER MATERIALS				
25. Adequate teacher guides or manuals provided				X
26. Provision for teacher-student interaction				X
27. Suggestions and instructions for meeting needs of students of varying levels are included				X
28. Includes suggestions for related learning activities				X
SUMMARY AND RECOMMENDATIONS				
29. Materials would make a significant addition to the classroom	X			
30. Materials do what they are intended to do	X			
31. I recommend the purchase of these materials	X			

MATERIAL EVALUATION

I. GENERAL INFORMATION

a) Name:	***BASIC MATH FOR JOB AND PERSONAL USE***
b) Copyright Date:	***1992***
c) Price:	***$9.50***
d) Address:	***South-Western Publishing Company 5101 Madison Road Cincinnati, OH 45227-1427 Telephone: (800) 543-7972***
e) Value:	***This workbook would serve as a great resource for learners in need of a basic math review.***

II. FORMAT OF MATERIALS: ***Workbook***

III. COMMENTS

BASIC MATH FOR JOB AND PERSONAL USE provides students with practical math applications with modern up-to-date lifeskill illustrations. The layout of the workbook clearly shows that time and care was invested in making this workbook visually appealing, but this workbook is not a catch-all for math students.

If this workbook were purchased for Level I students, it is a certainty that within a few months additional books would be required, relating to specific mathematical skills; i.e., fractions, percentages, and geometry.

This workbook serves a limited purpose in meeting the basic math needs of the Level II student. It is not multidimensional; therefore, this text is not endorsed as a suitable investment.

Readability level __ II, Grade 7 (Fry)

CHECKLIST FOR EVALUATING INSTRUCTIONAL MATERIALS

(*Strong - S* Adequate - *A* Weak - *W* Non-applicable - *N/A*)

	S	A	W	N/A
GOALS AND OBJECTIVES				
1. Purpose and rationale fully explained	X			
2. Goals and objectives clearly identified	X			
3. Content directed to stated goals and objectives	X			
4. Procedures include ways to determine students' readiness			X	
5. Assessment of student achievement included		X		
VALIDITY				
6. Authors appear to be qualified	X			
7. Materials have been field-tested	X			
8. Evaluation of materials used	X			
CONTENT OF MATERIALS				
9. Concepts well developed and sequentially developed	X			
10. No confusing and/or conflicting concepts	X			
11. Skills sequenced, introduced and reviewed	X			
12. Major points clearly identified	X			
13. Audio-visual elements integrated	X			
14. Reading level is appropriate for student in this program	X			
15. Materials can be worked with independently or with minimum help	X			
16. Content will stimulate and challenge students		X		
OBJECTIVITY				
17. Information is factual	X			
18. No racial, sexual, or religious biases	X			
19. Portrayal of racial, religious, and ethnic groups, builds understanding, appreciation, and acceptance	X			
COMPONENTS AND ORGANIZATION				
20. Materials not too large, bulky or complex	X			
21. Materials are relatively easy to use	X			
22. Special inservice training is required				X
23. Materials are well designed and packaged	X			
24. Materials are reasonably priced	X			
TEACHER MATERIALS				
25. Adequate teacher guides or manuals provided				X
26. Provision for teacher-student interaction		X		
27. Suggestions and instructions for meeting needs of students of varying levels are included			X	
28. Includes suggestions for related learning activities			X	
SUMMARY AND RECOMMENDATIONS				
29. Materials would make a significant addition to the classroom			X	
30. Materials do what they are intended to do		X		
31. I recommend the purchase of these materials			X	

MATERIAL EVALUATION

I. GENERAL INFORMATION

a) Name:	CONTEMPORARY'S NUMBER POWER, BOOK 1
b) Copyright Date:	1988
c) Price:	$5.95
d) Address:	Contempory Books, Inc. 180 North Michigan Avenue Chicago, IL 60601 Telephone: (800) 621-1918
e) Value:	This would be an excellent resource for a Level I math class.

II. FORMAT OF MATERIALS: Workbook

III. COMMENTS

NUMBER POWER, THE REAL WORLD OF ADULT MATH, Book 1 is an excellent source of remediation. Students will find an exhausting number of exercises which facilitates their retention of the subject matter.

Disappointingly, the workbook fell short of this mark in the utilization of charts and lifeskill illustrations. The few that were used were highly effective, captivating the students' attention; i.e., tax deductions withheld from a pay check or the flight schedule. This serves to reinforce the tenet that if adults can relate learning to actual experiences, motivation to complete tasks are increasingly apparent.

Readability level __ II, Grade 7 (Fry)

CHECKLIST FOR EVALUATING INSTRUCTIONAL MATERIALS

(Strong - S Adequate - *A* Weak - *W* Non-applicable - *N/A*)

	S	A	W	N/A
GOALS AND OBJECTIVES				
1. Purpose and rationale fully explained			X	
2. Goals and objectives clearly identified		X		
3. Content directed to stated goals and objectives		X		
4. Procedures include ways to determine students' readiness			X	
5. Assessment of student achievement included		X		
VALIDITY				
6. Authors appear to be qualified				X
7. Materials have been field-tested	X			
8. Evaluation of materials used		X		
CONTENT OF MATERIALS				
9. Concepts well developed and sequentially developed	X			
10. No confusing and/or conflicting concepts	X			
11. Skills sequenced, introduced and reviewed		X		
12. Major points clearly identified		X		
13. Audio-visual elements integrated	X			
14. Reading level is appropriate for student in this program	X			
15. Materials can be worked with independently or with minimum help		X		
16. Content will stimulate and challenge students			X	
OBJECTIVITY				
17. Information is factual	X			
18. No racial, sexual, or religious biases	X			
19. Portrayal of racial, religious, and ethnic groups, builds understanding, appreciation, and acceptance	X			
COMPONENTS AND ORGANIZATION				
20. Materials not too large, bulky or complex	X			
21. Materials are relatively easy to use	X			
22. Special inservice training is required				X
23. Materials are well designed and packaged		X		
24. Materials are reasonably priced	X			
TEACHER MATERIALS				
25. Adequate teacher guides or manuals provided				X
26. Provision for teacher-student interaction			X	
27. Suggestions and instructions for meeting needs of students of varying levels are included			X	
28. Includes suggestions for related learning activities			X	
SUMMARY AND RECOMMENDATIONS				
29. Materials would make a significant addition to the classroom			X	
30. Materials do what they are intended to do		X		
31. I recommend the purchase of these materials			X	

MATERIAL EVALUATION

I. GENERAL INFORMATION

a) Name:	CRITICAL THINKING WITH MATH
b) Copyright Date:	1989
c) Price:	$5.75
d) Address:	Contemporary Books, Inc. 180 North Michigan Avenue Chicago, IL 60601 Telephone: (800) 621-1918
e) Value:	This material integrates math skills into the everyday experiences of the adult learner.

II. FORMAT OF MATERIALS: Workbook

III. COMMENTS

This workbook addresses and explains many of the basic skills which adults use everyday in the area of math.

Examples of each problem area were clear, but more examples could have been included. The explanations of the mathematical expressions were very clear and easy to understand. This book would make a meaningful addition to any middle or high school curriculum, as well as to any adult education classroom.

Readability level __ II, Grade 7 (Fry)

CHECKLIST FOR EVALUATING INSTRUCTIONAL MATERIALS

(Strong - S Adequate - A Weak - W Non-applicable - N/A)

	S	A	W	N/A
GOALS AND OBJECTIVES				
1. Purpose and rationale fully explained		X		
2. Goals and objectives clearly identified		X		
3. Content directed to stated goals and objectives		X		
4. Procedures include ways to determine students' readiness				X
5. Assessment of student achievement included		X		
VALIDITY				
6. Authors appear to be qualified		X		
7. Materials have been field-tested				X
8. Evaluation of materials used				X
CONTENT OF MATERIALS				
9. Concepts well developed and sequentially developed	X			
10. No confusing and/or conflicting concepts	X			
11. Skills sequenced, introduced and reviewed		X		
12. Major points clearly identified	X			
13. Audio-visual elements integrated		X		
14. Reading level is appropriate for student in this program		X		
15. Materials can be worked with independently or with minimum help		X		
16. Content will stimulate and challenge students	X			
OBJECTIVITY				
17. Information is factual	X			
18. No racial, sexual, or religious biases	X			
19. Portrayal of racial, religious, and ethnic groups, builds understanding, appreciation, and acceptance	X			
COMPONENTS AND ORGANIZATION				
20. Materials not too large, bulky or complex	X			
21. Materials are relatively easy to use	X			
22. Special inservice training is required				X
23. Materials are well designed and packaged	X			
24. Materials are reasonably priced	X			
TEACHER MATERIALS				
25. Adequate teacher guides or manuals provided				X
26. Provision for teacher-student interaction		X		
27. Suggestions and instructions for meeting needs of students of varying levels are included				X
28. Includes suggestions for related learning activities				X
SUMMARY AND RECOMMENDATIONS				
29. Materials would make a significant addition to the classroom	X			
30. Materials do what they are intended to do	X			
31. I recommend the purchase of these materials	X			

MATERIAL EVALUATION

I. GENERAL INFORMATION

a) Name:	DIVISION
b) Copyright Date:	1993
c) Price:	$9.50
d) Address:	South-Western Publishing Company 5101 Madison Road Cincinnati, Ohio 45227 Telephone: (800) 543-7972
e) Value:	This workbook provides instruction and practice in the math skill of division.

II. FORMAT OF MATERIALS:

Workbook
Teacher's Guide

III. COMMENTS

DIVISION starts with an explanation of division -- the separation of something into parts. It takes the adult learner through the processes of division, from single numbers to larger ones. Many of the problems deal with money. The book also discusses rounding and averaging. Much practice is provided.

Word problems in this book are geared to adults, posing problems they could realistically encounter. The format of the book lends itself to independent learning by providing goals for each skill presented and by providing self-tests. A glossary of mathematical terms is included.

Readability level __ II, Grade 7 (Fry)

CHECKLIST FOR EVALUATING INSTRUCTIONAL MATERIALS

(Strong - S   Adequate - A   Weak - W   Non-applicable - N/A)

	S	A	W	N/A
GOALS AND OBJECTIVES				
1. Purpose and rationale fully explained	X			
2. Goals and objectives clearly identified	X			
3. Content directed to stated goals and objectives	X			
4. Procedures include ways to determine students' readiness	X			
5. Assessment of student achievement included	X			
VALIDITY				
6. Authors appear to be qualified	X			
7. Materials have been field-tested				X
8. Evaluation of materials used				X
CONTENT OF MATERIALS				
9. Concepts well developed and sequentially developed	X			
10. No confusing and/or conflicting concepts	X			
11. Skills sequenced, introduced and reviewed	X			
12. Major points clearly identified	X			
13. Audio-visual elements integrated				X
14. Reading level is appropriate for student in this program	X			
15. Materials can be worked with independently or with minimum help	X			
16. Content will stimulate and challenge students	X			
OBJECTIVITY				
17. Information is factual	X			
18. No racial, sexual, or religious biases	X			
19. Portrayal of racial, religious, and ethnic groups, builds understanding, appreciation, and acceptance				X
COMPONENTS AND ORGANIZATION				
20. Materials not too large, bulky or complex	X			
21. Materials are relatively easy to use	X			
22. Special inservice training is required				X
23. Materials are well designed and packaged	X			
24. Materials are reasonably priced			X	
TEACHER MATERIALS				
25. Adequate teacher guides or manuals provided	X			
26. Provision for teacher-student interaction	X			
27. Suggestions and instructions for meeting needs of students of varying levels are included		X		
28. Includes suggestions for related learning activities	X			
SUMMARY AND RECOMMENDATIONS				
29. Materials would make a significant addition to the classroom	X			
30. Materials do what they are intended to do	X			
31. I recommend the purchase of these materials	X			

MATERIAL EVALUATION

I. GENERAL INFORMATION

a) Name: *ESSENTIAL MATH SKILLS*

b) Copyright Date: *1990*

c) Price: *$14.28*

d) Address:
Phoenix Learning Resources
468 Park Avenue South
New York, NY 10157-1337
Telephone: (800) 221-1274

e) Value: *This workbook would serve as a great resource for learners in need of a quick GED math review.*

II. FORMAT OF MATERIALS:

Workbook
Teacher's Guide & Answer Key

III. COMMENTS

ESSENTIAL MATH SKILLS completely covers the requirements of the math section of the GED test from A-Z. Students are provided key concepts, which are highlighted in red. The special qualities are excellent. The selected format provides a neatly organized and appealing workbook. The pages are perforated, so sections can be removed for the purpose of individualizing instruction.

The workbook comes with a teacher's edition equipped with clearly stated objectives and evaluative tools (posttest and pretest). As an added bonus, this workbook also comes with a separate assessment tool, Blackline Tests.

In the past, I have not been able to find one math workbook that could do it all. This workbook is the exception to the rule. It is strongly recommended that this workbook be incorporated into every adult learning center.

Readability level __ III, Grade-10 (Fry)

CHECKLIST FOR EVALUATING INSTRUCTIONAL MATERIALS

*(Strong - **S** Adequate - **A** Weak - **W** Non-applicable - **N/A**)*

	S	A	W	N/A
GOALS AND OBJECTIVES				
1. Purpose and rationale fully explained	X			
2. Goals and objectives clearly identified	X			
3. Content directed to stated goals and objectives	X			
4. Procedures include ways to determine students' readiness	X			
5. Assessment of student achievement included	X			
VALIDITY				
6. Authors appear to be qualified	X			
7. Materials have been field-tested	X			
8. Evaluation of materials used	X			
CONTENT OF MATERIALS				
9. Concepts well developed and sequentially developed	X			
10. No confusing and/or conflicting concepts	X			
11. Skills sequenced, introduced and reviewed	X			
12. Major points clearly identified	X			
13. Audio-visual elements integrated	X			
14. Reading level is appropriate for student in this program	X			
15. Materials can be worked with independently or with minimum help	X			
16. Content will stimulate and challenge students	X			
OBJECTIVITY				
17. Information is factual	X			
18. No racial, sexual, or religious biases	X			
19. Portrayal of racial, religious, and ethnic groups, builds understanding, appreciation, and acceptance	X			
COMPONENTS AND ORGANIZATION				
20. Materials not too large, bulky or complex	X			
21. Materials are relatively easy to use	X			
22. Special inservice training is required				X
23. Materials are well designed and packaged	X			
24. Materials are reasonably priced	X			
TEACHER MATERIALS				
25. Adequate teacher guides or manuals provided	X			
26. Provision for teacher-student interaction	X			
27. Suggestions and instructions for meeting needs of students of varying levels are included	X			
28. Includes suggestions for related learning activities	X			
SUMMARY AND RECOMMENDATIONS				
29. Materials would make a significant addition to the classroom	X			
30. Materials do what they are intended to do	X			
31. I recommend the purchase of these materials	X			

MATERIAL EVALUATION

I. GENERAL INFORMATION

a) Name:	ESSENTIAL MATHEMATICS FOR LIFE: DECIMALS AND FRACTIONS
b) Copyright Date:	1989
c) Price:	$4.25
d) Address:	Scott Foresman Company 1900 Eastlake Avenue Glennview, IL 60025 Telephone: (800) 323-5482
e) Value:	The strength of this workbook is the use of real-life applications following the skills instruction.

II. FORMAT OF MATERIALS: Workbook

III. COMMENTS

The organization of this workbook helps students differentiate between operations needed to solve word problems. This is very often a 'stumbling block" for adult students.

Computation problems and practice are introduced individually, followed by word problems using the same operation. For example: Multiplication problems are followed by several word problems in which the student must learn to recognize when to multiply. Key words such as "how many in all" are underlined.

One difficulty with the workbook is that the pictures are hard to see due to a lavender background. It was difficult to recognize the coins pictured on page 16.

On a positive note, the students appreciated the practical skills approach. One particularly useful item was the Student Progress Chart located on the inside back cover.

Readability level __ II, Grade 6 (Fry)

CHECKLIST F OR EVALUATING INSTRUCTIONAL MATERIALS
(Strong - S Adequate - A Weak - W Non-applicable - N/A)

	S	A	W	N/A
GOALS AND OBJECTIVES				
1. Purpose and rationale fu ly explained	X			
2. Goals and objectives cle rly identified	X			
3. Content directed to state d goals and objectives	X			
4. Procedures include ways to determine students' readiness	X			
5. Assessment of student a chievement included	X			
VALIDITY				
6. Authors appear to be qu lified	X			
7. Materials have been fielc tested				X
8. Evaluation of materials u sed				X
CONTENT OF MATERIALS				
9. Concepts well develope and sequentially developed	X			
10. No confusing and/or co flicting concepts	X			
11. Skills sequenced, introd uced and reviewed	X			
12. Major points clearly ide tified	X			
13. Audio-visual elements i tegrated				X
14. Reading level is approp iate for student in this program	X			
15. Materials can be worke with independently or with minimum help		X		
16. Content will stimulate a d challenge students		X		
OBJECTIVITY				
17. Information is factual	X			
18. No racial, sexual, or reli ious biases	X			
19. Portrayal of racial, relig ous, and ethnic groups, builds understanding, a preciation, and acceptance	X			
COMPONENTS AND ORGA IZATION				
20. Materials not too large, ulky or complex	X			
21. Materials are relatively asy to use	X			
22. Special inservice trainir is required				X
23. Materials are well desig ed and packaged	X			
24. Materials are reasonab priced				X
TEACHER MATERIALS				
25. Adequate teacher guide or manuals provided		X		
26. Provision for teacher-st dent interaction		X		
27. Suggestions and instru tions for meeting needs of students of varying le els are included			X	
28. Includes suggestions f related learning activities		X		
SUMMARY AND RECOMME DATIONS				
29. Materials would make a significant addition to the classroom	X			
30. Materials do what they re intended to do	X			
31. I recommend the purch se of these materials	X			

MATERIAL EVALUATION

I. GENERAL INFORMATION

a) Name:	MATH: FOR THE WORLD OF WORK
b) Copyright Date:	1990
c) Price:	$6.95
d) Address:	Educational Design, Inc 47 West 13 Street New York, NY 10011 Telephone: (800) 221-9372
e) Value:	This material is useful for those who plan to work in occupations requiring the reading of rate charts, tax tables, scales, meters or dials.

II. FORMAT OF MATERIALS: Workbook

III. COMMENTS

MATH FOR THE WORLD OF WORK is divided into the following six sections; 1) measuring things, 2) math with measurement, 3) weighing things, 4) scales, dials and meters, 5) tables and charts and 6) basic calculator use. Each section is divided to explain one concept at a time by using clear pictures and diagrams that an adult might experience on the job. Each concept has explanations and exercises for the student to demonstrate an understanding of the concept. Answers to the exercises are not given in the text.

All the sections deal with math that an adult might experience on a construction job, postal service job, or a job requiring the reading of a rate chart, tax table, scale, meter or dial. The concepts are practical and clearly presented. This book appeals to students because it relates math to the real work world and demonstrates its practical use.

Readability level __ II, Grade 6 (Fry)

CHECKLIST FOR EVALUATING INSTRUCTIONAL MATERIALS

*(Strong - **S** Adequate - **A** Weak - **W** Non-applicable - **N/A**)*

	S	A	W	N/A
GOALS AND OBJECTIVES				
1. Purpose and rationale fully explained		X		
2. Goals and objectives clearly identified		X		
3. Content directed to stated goals and objectives	X			
4. Procedures include ways to determine students' readiness				X
5. Assessment of student achievement included				X
VALIDITY				
6. Authors appear to be qualified				X
7. Materials have been field-tested				X
8. Evaluation of materials used				X
CONTENT OF MATERIALS				
9. Concepts well developed and sequentially developed		X		
10. No confusing and/or conflicting concepts	X			
11. Skills sequenced, introduced and reviewed				X
12. Major points clearly identified	X			
13. Audio-visual elements integrated				X
14. Reading level is appropriate for student in this program		X		
15. Materials can be worked with independently or with minimum help	X			
16. Content will stimulate and challenge students	X			
OBJECTIVITY				
17. Information is factual	X			
18. No racial, sexual, or religious biases				X
19. Portrayal of racial, religious, and ethnic groups, builds understanding, appreciation, and acceptance				X
COMPONENTS AND ORGANIZATION				
20. Materials not too large, bulky or complex	X			
21. Materials are relatively easy to use	X			
22. Special inservice training is required				X
23. Materials are well designed and packaged	X			
24. Materials are reasonably priced		X		
TEACHER MATERIALS				
25. Adequate teacher guides or manuals provided				X
26. Provision for teacher-student interaction				X
27. Suggestions and instructions for meeting needs of students of varying levels are included				X
28. Includes suggestions for related learning activities				X
SUMMARY AND RECOMMENDATIONS				
29. Materials would make a significant addition to the classroom	X			
30. Materials do what they are intended to do	X			
31. I recommend the purchase of these materials	X			

MATERIAL EVALUATION

I. GENERAL INFORMATION

a) Name:	MATH FOR WORKPLACE SUCCESS
b) Copyright Date:	1991
c) Price:	$11.00
d) Address:	Paradigm Publishing International 7500 Flying Cloud Drive Eden Prairie, MN 55344 Telephone: (612) 546-8689
e) Value:	Learners with an interest in business find this textbook to serve a dual purpose: it increases skills in math and imparts knowledge of the workplace.

II. FORMAT OF MATERIALS: Workbook

III. COMMENTS

MATH FOR WORKPLACE SUCCESS is an innovative workbook representative of what one would find in a model classroom for students with special interests. For the student who has an interest in business, this workbook is the ideal choice. In the process of learning how to complete order forms, calculating pay or analyzing sales and expense summaries, the career-oriented learner will also acquire problem solving skills in math.

Instructors appreciate the textbook format because:

1. Key objectives are stated before each lesson.
2. Key concepts are highlighted in blue print.
3. Textbook designers make good use of modeling.

Readability level __ II, Grade-7 (Fry)

CHECKLIST FOR EVALUATING INSTRUCTIONAL MATERIALS

(Strong - S Adequate - *A* Weak - *W* Non-applicable - *N/A)*

	S	A	W	N/A
GOALS AND OBJECTIVES				
1. Purpose and rationale fully explained	X			
2. Goals and objectives clearly identified	X			
3. Content directed to stated goals and objectives	X			
4. Procedures include ways to determine students' readiness	X			
5. Assessment of student achievement included	X			
VALIDITY				
6. Authors appear to be qualified	X			
7. Materials have been field-tested	X			
8. Evaluation of materials used	X			
CONTENT OF MATERIALS				
9. Concepts well developed and sequentially developed	X			
10. No confusing and/or conflicting concepts	X			
11. Skills sequenced, introduced and reviewed	X			
12. Major points clearly identified	X			
13. Audio-visual elements integrated				X
14. Reading level is appropriate for student in this program	X			
15. Materials can be worked with independently or with minimum help	X			
16. Content will stimulate and challenge students	X			
OBJECTIVITY				
17. Information is factual	X			
18. No racial, sexual, or religious biases	X			
19. Portrayal of racial, religious, and ethnic groups, builds understanding, appreciation, and acceptance	X			
COMPONENTS AND ORGANIZATION				
20. Materials not too large, bulky or complex	X			
21. Materials are relatively easy to use	X			
22. Special inservice training is required				X
23. Materials are well designed and packaged	X			
24. Materials are reasonably priced	X			
TEACHER MATERIALS				
25. Adequate teacher guides or manuals provided				X
26. Provision for teacher-student interaction	X			
27. Suggestions and instructions for meeting needs of students of varying levels are included	X			
28. Includes suggestions for related learning activities	X			
SUMMARY AND RECOMMENDATIONS				
29. Materials would make a significant addition to the classroom	X			
30. Materials do what they are intended to do	X			
31. I recommend the purchase of these materials	X			

MATERIAL EVALUATION

I. GENERAL INFORMATION

a) Name: MATH KEY

b) Copyright Date: 1991

c) Price: $1510.00

d) Address:
Aztec
P. O. Box 863
Summit, NJ 07902-0863
Telephone: (908) 273-7443

e) Value: The material presents concepts from addition & subtraction through percents & decimals.

II. FORMAT OF MATERIALS: DISK-MS DOS w/640 K MEMORY

III. COMMENTS

MATH KEY consists of the following programs: Diagnostic; Addition and Subtraction; Multiplication and Division; Fractions, Decimals, and Mixed Numerals; Measurement and Metric; Percents, Averages, Ratios, and Rounding; and Advanced Problem Solving. Each module includes an introduction, both pre- and posttests, explanation of the topic, help screens, and problems. The completion times vary from 2 to 8 hours; however, the user can stop and resume a module at any time.

The strengths of MATH KEY are:

1. The modules can be used independently. Immediate feedback is given after each problem.
2. Step-by-step explanations and examples are given for each mathematical process.
3. The problems are relevant to adults' lives. For example, the Advanced Problem Solving module includes checkbook, wages, credit card, and budget problems.

There are, however, several weak points in the series.

MATH KEY would be suitable for adult learners who need to review mathematical concepts and operations. Because of the limited amount of practice problems, it is not appropriate as an instructional tool for introducing learners to new math skills. There was a high frustration level among adult learners who participated in field testing this series due to the above-mentioned weak points. For this reason, MATH KEY is not recommended for general use in GED classes.

Readability level __ Not Applicable

CHECKLIST FOR EVALUATING INSTRUCTIONAL MATERIALS

(Strong - S Adequate - A Weak - W Non-applicable - N/A)

	S	A	W	N/A
GOALS AND OBJECTIVES				
1. Purpose and rationale fully explained	X			
2. Goals and objectives clearly identified	X			
3. Content directed to stated goals and objectives	X			
4. Procedures include ways to determine students' readiness	X			
5. Assessment of student achievement included	X			
VALIDITY				
6. Authors appear to be qualified	X			
7. Materials have been field-tested				X
8. Evaluation of materials used				X
CONTENT OF MATERIALS				
9. Concepts well developed and sequentially developed		X		
10. No confusing and/or conflicting concepts		X		
11. Skills sequenced, introduced and reviewed		X		
12. Major points clearly identified		X		
13. Audio-visual elements integrated				X
14. Reading level is appropriate for student in this program	X			
15. Materials can be worked with independently or with minimum help	X			
16. Content will stimulate and challenge students		X		
OBJECTIVITY				
17. Information is factual			X	
18. No racial, sexual, or religious biases	X			
19. Portrayal of racial, religious, and ethnic groups, builds understanding, appreciation, and acceptance	X			
COMPONENTS AND ORGANIZATION				
20. Materials not too large, bulky or complex				X
21. Materials are relatively easy to use		X		
22. Special inservice training is required				X
23. Materials are well designed and packaged		X		
24. Materials are reasonably priced		X		
TEACHER MATERIALS				
25. Adequate teacher guides or manuals provided		X		
26. Provision for teacher-student interaction			X	
27. Suggestions and instructions for meeting needs of students of varying levels are included			X	
28. Includes suggestions for related learning activities			X	
SUMMARY AND RECOMMENDATIONS				
29. Materials would make a significant addition to the classroom			X	
30. Materials do what they are intended to do		X		
31. I recommend the purchase of these materials			X	

MATERIAL EVALUATION

I. GENERAL INFORMATION

a) Name:	MATH MATTERS FOR ADULTS (WHOLE NUMBERS, FRACTIONS AND MEASUREMENT, GEOMETRY, AND ALGEBRA)
b) Copyright Date:	1993
c) Price:	$7.95 each
d) Address:	Steck-Vaughn Company P. O. Box 26015 Austin, TX 78755 Telephone: (800) 531-5015
e) Value:	These workbooks can be used as instructional resources for students preparing for the math section of the GED Test.

II. FORMAT OF MATERIALS: Series of Workbooks

III. COMMENTS

MATH MATTERS FOR ADULTS is a series of workbooks, providing instruction from the basics of whole numbers to algebra. Mastery of the skills taught in this series will lead to the successful completion of the math section of the GED Test.

Students were impressed with the readability of each of the workbooks. They related well to the examples. A big plus for this series was the diverse ethnic representation presented in the illustrations. Students from various cultural backgrounds will find comfort in the design of this series.

The fraction workbook takes an interesting approach to presenting concepts that students normally find confusing. For example, to demonstrate the concept of parts to a whole, actual pies are used.

It is the attention to detail that makes this series a success. It would be quite easy to plug these workbooks into a progressive GED Level II math group.

Readability level __ II, Grade 8 (Fry)

CHECKLIST FOR EVALUATING INSTRUCTIONAL MATERIALS
(*Strong - S* Adequate - *A* *Weak - W* Non-applicable - *N/A*)

	S	A	W	N/A
GOALS AND OBJECTIVES				
1. Purpose and rationale fully explained	X			
2. Goals and objectives clearly identified	X			
3. Content directed to stated goals and objectives	X			
4. Procedures include ways to determine students' readiness	X			
5. Assessment of student achievement included	X			
VALIDITY				
6. Authors appear to be qualified	X			
7. Materials have been field-tested	X			
8. Evaluation of materials used	X			
CONTENT OF MATERIALS				
9. Concepts well developed and sequentially developed	X			
10. No confusing and/or conflicting concepts	X			
11. Skills sequenced, introduced and reviewed	X			
12. Major points clearly identified	X			
13. Audio-visual elements integrated				X
14. Reading level is appropriate for student in this program	X			
15. Materials can be worked with independently or with minimum help	X			
16. Content will stimulate and challenge students	X			
OBJECTIVITY				
17. Information is factual	X			
18. No racial, sexual, or religious biases	X			
19. Portrayal of racial, religious, and ethnic groups, builds understanding, appreciation, and acceptance	X			
COMPONENTS AND ORGANIZATION				
20. Materials not too large, bulky or complex	X			
21. Materials are relatively easy to use	X			
22. Special inservice training is required				X
23. Materials are well designed and packaged	X			
24. Materials are reasonably priced	X			
TEACHER MATERIALS				
25. Adequate teacher guides or manuals provided				X
26. Provision for teacher-student interaction	X			
27. Suggestions and instructions for meeting needs of students of varying levels are included	X			
28. Includes suggestions for related learning activities	X			
SUMMARY AND RECOMMENDATIONS				
29. Materials would make a significant addition to the classroom	X			
30. Materials do what they are intended to do	X			
31. I recommend the purchase of these materials	X			

MATERIAL EVALUATION

I. GENERAL INFORMATION

a) Name: ***MONEY MANAGEMENT***

b) Copyright Date: *1992*

c) Price: *$6.95*

d) Address:
South-Western Publishing Company
5101 Madison Road
Cincinnati, OH 45227-1427
Telephone: (800) 543-7972

e) Value: *This text teaches students the basic skills needed to manage money.*

II. FORMAT OF MATERIALS:

Book
Workbook
Teacher's Guide (Available)

III. COMMENTS

MONEY MANAGEMENT is one of five life skills books in the publisher's Life Series program. Each book attempts to develop skills that relate to the student's personal and employment goals.

This book would receive high marks from teachers in that it does very well what it intends to do. It takes the student step-by-step through strategies for managing money and includes sections on using a budget, credit, taxes, housing, and transportation.

There is, however, a drawback to recommending the purchase of this book. Because the reading level is fairly difficult, only the higher level students were able to use the book effectively.

Readability level __ II, Grade 8 (Fry)

CHECKLIST FOR EVALUATING INSTRUCTIONAL MATERIALS

(Strong - S Adequate - A Weak - W Non-applicable - N/A)

	S	A	W	N/A
GOALS AND OBJECTIVES				
1. Purpose and rationale fully explained	X			
2. Goals and objectives clearly identified	X			
3. Content directed to stated goals and objectives	X			
4. Procedures include ways to determine students' readiness				X
5. Assessment of student achievement included	X			
VALIDITY				
6. Authors appear to be qualified		X		
7. Materials have been field-tested				X
8. Evaluation of materials used				X
CONTENT OF MATERIALS				
9. Concepts well developed and sequentially developed	X			
10. No confusing and/or conflicting concepts	X			
11. Skills sequenced, introduced and reviewed	X			
12. Major points clearly identified	X			
13. Audio-visual elements integrated	X			
14. Reading level is appropriate for student in this program	X			
15. Materials can be worked with independently or with minimum help	X			
16. Content will stimulate and challenge students		X		
OBJECTIVITY				
17. Information is factual	X			
18. No racial, sexual, or religious biases	X			
19. Portrayal of racial, religious, and ethnic groups, builds understanding, appreciation, and acceptance				X
COMPONENTS AND ORGANIZATION				
20. Materials not too large, bulky or complex	X			
21. Materials are relatively easy to use	X			
22. Special inservice training is required				X
23. Materials are well designed and packaged	X			
24. Materials are reasonably priced				X
TEACHER MATERIALS				
25. Adequate teacher guides or manuals provided				X
26. Provision for teacher-student interaction				X
27. Suggestions and instructions for meeting needs of students of varying levels are included				X
28. Includes suggestions for related learning activities				X
SUMMARY AND RECOMMENDATIONS				
29. Materials would make a significant addition to the classroom	X			
30. Materials do what they are intended to do	X			
31. I recommend the purchase of these materials	X			

MATERIAL EVALUATION

I. GENERAL INFORMATION

a) Name:	***NUMBER SKILLS FOR LIFE AND WORK***
b) Copyright Date:	***1992***
c) Price:	***$8.95***
d) Address:	***Educational Testing Service Rosedale Road Princeton, NJ 08541-6000 Telephone: (609) 921-9000***
e) Value:	***This workbook should be used in conjunction with an instructional textbook for learners attempting to master basic math.***

II. FORMAT OF MATERIALS: ***Workbook***

III. COMMENTS

NUMBER SKILLS FOR LIFE AND WORK provides learners with transferable skills that will be needed to master more complicated math applications. This uncluttered workbook provides practical applications in the areas of addition, subtraction, multiplication, division, percentage and decimals. The underlying usefulness of this text is as a supplemental resource. It is best used in conjunction with a textbook that provides the "how to" step-by- step procedure in solving a math problem. This text takes the learner one step beyond. Since it includes skills needed for chart and graph use, it is a great resource for Level II learners.

Readability level __ II, Grade 6 (Fry)

CHECKLIST FOR EVALUATING INSTRUCTIONAL MATERIALS

(Strong - S Adequate - A Weak - W Non-applicable - N/A)

	S	A	W	N/A
GOALS AND OBJECTIVES				
1. Purpose and rationale fully explained	X			
2. Goals and objectives clearly identified	X			
3. Content directed to stated goals and objectives	X			
4. Procedures include ways to determine students' readiness			X	
5. Assessment of student achievement included			X	
VALIDITY				
6. Authors appear to be qualified	X			
7. Materials have been field-tested	X			
8. Evaluation of materials used	X			
CONTENT OF MATERIALS				
9. Concepts well developed and sequentially developed	X			
10. No confusing and/or conflicting concepts	X			
11. Skills sequenced, introduced and reviewed		X		
12. Major points clearly identified		X		
13. Audio-visual elements integrated				X
14. Reading level is appropriate for student in this program	X			
15. Materials can be worked with independently or with minimum help	X			
16. Content will stimulate and challenge students		X		
OBJECTIVITY				
17. Information is factual	X			
18. No racial, sexual, or religious biases	X			
19. Portrayal of racial, religious, and ethnic groups, builds understanding, appreciation, and acceptance	X			
COMPONENTS AND ORGANIZATION				
20. Materials not too large, bulky or complex	X			
21. Materials are relatively easy to use	X			
22. Special inservice training is required				X
23. Materials are well designed and packaged	X			
24. Materials are reasonably priced	X			
TEACHER MATERIALS				
25. Adequate teacher guides or manuals provided				X
26. Provision for teacher-student interaction		X		
27. Suggestions and instructions for meeting needs of students of varying levels are included			X	
28. Includes suggestions for related learning activities			X	
SUMMARY AND RECOMMENDATIONS				
29. Materials would make a significant addition to the classroom		X		
30. Materials do what they are intended to do	X			
31. I recommend the purchase of these materials		X		

MATERIAL EVALUATION

I. GENERAL INFORMATION

a) Name:	*ON YOUR OWN: BASIC MATH*
b) Copyright Date:	*1990*
c) Price:	*$8.00*
d) Address:	*Prentice-Hall Regents* *113 Sylvan Avenue* *Englewood Cliffs, NJ 07632* *Telephone: (201) 592-3011*
e) Value:	*This material provides fundamental math skills from whole numbers through charts and graphs.*

II. FORMAT OF MATERIALS: *Workbook*

III. COMMENTS

This is an excellent book for providing instruction on basic math skills. It covers whole numbers, fractions, decimals, percentage, charts, graphs, and tables. Each unit includes a pretest, objectives, illustrations of new concepts, practice exercises, and a posttest. Answer keys are provided in the back of the book. Problem-solving exercises are based on real-life tasks, which makes the material more relevant to students' everyday lives. New concepts are easily understood, making the book ideal for independent study. The material is written on a level very appropriate for pre-GED students or GED students who need a review of basic math skills.

This material was designed to be used with a videotape, but lack of the tape does not detract from the book's usefulness and effectiveness.

Readability level __ II, Grade 8 (Fry)

CHECKLIST FOR EVALUATING INSTRUCTIONAL MATERIALS

(*Strong - S* Adequate - *A* Weak - *W* Non-applicable - *N/A*)

	S	A	W	N/A
GOALS AND OBJECTIVES				
1. Purpose and rationale fully explained	X			
2. Goals and objectives clearly identified	X			
3. Content directed to stated goals and objectives	X			
4. Procedures include ways to determine students' readiness	X			
5. Assessment of student achievement included	X			
VALIDITY				
6. Authors appear to be qualified	X			
7. Materials have been field-tested	X			
8. Evaluation of materials used	X			
CONTENT OF MATERIALS				
9. Concepts well developed and sequentially developed	X			
10. No confusing and/or conflicting concepts	X			
11. Skills sequenced, introduced and reviewed	X			
12. Major points clearly identified	X			
13. Audio-visual elements integrated	X			
14. Reading level is appropriate for student in this program	X			
15. Materials can be worked with independently or with minimum help	X			
16. Content will stimulate and challenge students	X			
OBJECTIVITY				
17. Information is factual		X		
18. No racial, sexual, or religious biases		X		
19. Portrayal of racial, religious, and ethnic groups, builds understanding, appreciation, and acceptance		X		
COMPONENTS AND ORGANIZATION				
20. Materials not too large, bulky or complex	X			
21. Materials are relatively easy to use	X			
22. Special inservice training is required	X			
23. Materials are well designed and packaged	X			
24. Materials are reasonably priced				X
TEACHER MATERIALS				
25. Adequate teacher guides or manuals provided				X
26. Provision for teacher-student interaction	X			
27. Suggestions and instructions for meeting needs of students of varying levels are included		X		
28. Includes suggestions for related learning activities				X
SUMMARY AND RECOMMENDATIONS				
29. Materials would make a significant addition to the classroom	X			
30. Materials do what they are intended to do	X			
31. I recommend the purchase of these materials	X			

MATERIAL EVALUATION

I. GENERAL INFORMATION

a) Name: *PLANNING FOR A FINANCIAL GOAL*

b) Copyright Date: *1991*

c) Price: *$295.00*

d) Address: *Financial Literacy Action Center*
20380 Town Center La., Suite 230
Cupertino, CA 95014
Telephone: (408) 274-1659

e) Value: *This material provides in-depth instruction in financial planning.*

II. FORMAT OF MATERIALS: *Workbook*
Video cassette Tape (30 minutes)

III. COMMENTS

This video and workbook could serve as a useful resource for teaching finances. The lower level student could benefit, but only with the help of the teacher. Viewers are encouraged to set a financial goal and are given a four-step process for planning to reach the goal: 1) Prioritize Goals 2) Determine Personal Resources -- explained is the use of a balance sheet and cash flow statement with good use of the workbook. 3) Plan for Goal Achievement -- this section uses annuity factor tables and math calculations which could be confusing for Level I and Level II adult students. 4) Understand Your Dollar At Work -- the workbook is not used in this section of instruction; the narrator progresses at a fast pace and covers complicated investment topics in a very short time. The investment terminology is advanced. For complete understanding of this section, additional instruction and explanation from a teacher would be absolutely necessary for topics like stocks, money market accounts and 401K plans.

The video uses simple and direct language and is a good resource if a teacher is available for help during the viewing.

Readability level __ III, Grade - 2 (Fry)

CHECKLIST FOR EVALUATING INSTRUCTIONAL MATERIALS

(Strong - S   Adequate - A   Weak - W   Non-applicable - N/A)

	S	A	W	N/A
GOALS AND OBJECTIVES				
1. Purpose and rationale fully explained	X			
2. Goals and objectives clearly identified	X			
3. Content directed to stated goals and objectives		X		
4. Procedures include ways to determine students' readiness			X	
5. Assessment of student achievement included				X
VALIDITY				
6. Authors appear to be qualified				X
7. Materials have been field-tested				X
8. Evaluation of materials used				X
CONTENT OF MATERIALS				
9. Concepts well developed and sequentially developed		X		
10. No confusing and/or conflicting concepts		X		
11. Skills sequenced, introduced and reviewed	X			
12. Major points clearly identified			X	
13. Audio-visual elements integrated				X
14. Reading level is appropriate for student in this program				X
15. Materials can be worked with independently or with minimum help			X	
16. Content will stimulate and challenge students	X			
OBJECTIVITY				
17. Information is factual	X			
18. No racial, sexual, or religious biases	X			
19. Portrayal of racial, religious, and ethnic groups, builds understanding, appreciation, and acceptance	X			
COMPONENTS AND ORGANIZATION				
20. Materials not too large, bulky or complex				X
21. Materials are relatively easy to use	X			
22. Special inservice training is required				X
23. Materials are well designed and packaged		X		
24. Materials are reasonably priced				X
TEACHER MATERIALS				
25. Adequate teacher guides or manuals provided		X		
26. Provision for teacher-student interaction			X	
27. Suggestions and instructions for meeting needs of students of varying levels are included			X	
28. Includes suggestions for related learning activities			X	
SUMMARY AND RECOMMENDATIONS				
29. Materials would make a significant addition to the classroom				X
30. Materials do what they are intended to do				X
31. I recommend the purchase of these materials		X		

MATERIAL EVALUATION

I. GENERAL INFORMATION

a) Name:	SPRINGBOARD FOR PASSING THE GED MATHEMATICS TEST
b) Copyright Date:	1994
c) Price:	$5.95
d) Address:	Glencoe Division, Macmillan/McGraw-Hill 936 Eastwind Drive Westerville, OH 43081 Telephone: (404) 717-7422
e) Value:	This text provides instruction and practice in all skills necessary to pass the GED Math Test.

II. FORMAT OF MATERIALS: Book

III. COMMENTS

This book provides a comprehensive preparation for the GED Math Test. The Skills Survey is particularly useful as a pretest. Each lesson begins on a basic level and advances to a GED level. The student practices computation skills, then applies these skills in GED word problems. This all inclusive book from whole numbers through algebra and geometry, provides the student with an excellent overview of the GED Mathematics Test.

Readability level __ II, Grade 7 (Fry)

CHECKLIST FOR EVALUATING INSTRUCTIONAL MATERIALS

(Strong - S Adequate - A Weak - W Non-applicable - N/A)

	S	A	W	N/A
GOALS AND OBJECTIVES				
1. Purpose and rationale fully explained	X			
2. Goals and objectives clearly identified	X			
3. Content directed to stated goals and objectives	X			
4. Procedures include ways to determine students' readiness	X			
5. Assessment of student achievement included	X			
VALIDITY				
6. Authors appear to be qualified	X			
7. Materials have been field-tested				X
8. Evaluation of materials used				X
CONTENT OF MATERIALS				
9. Concepts well developed and sequentially developed	X			
10. No confusing and/or conflicting concepts	X			
11. Skills sequenced, introduced and reviewed		X		
12. Major points clearly identified	X			
13. Audio-visual elements integrated		X		
14. Reading level is appropriate for student in this program		X		
15. Materials can be worked with independently or with minimum help	X			
16. Content will stimulate and challenge students		X		
OBJECTIVITY				
17. Information is factual	X			
18. No racial, sexual, or religious biases				X
19. Portrayal of racial, religious, and ethnic groups, builds understanding, appreciation, and acceptance				X
COMPONENTS AND ORGANIZATION				
20. Materials not too large, bulky or complex	X			
21. Materials are relatively easy to use		X		
22. Special inservice training is required				X
23. Materials are well designed and packaged		X		
24. Materials are reasonably priced				X
TEACHER MATERIALS				
25. Adequate teacher guides or manuals provided				X
26. Provision for teacher-student interaction	X			
27. Suggestions and instructions for meeting needs of students of varying levels are included			X	
28. Includes suggestions for related learning activities			X	
SUMMARY AND RECOMMENDATIONS				
29. Materials would make a significant addition to the classroom	X			
30. Materials do what they are intended to do	X			
31. I recommend the purchase of these materials	X			

MATERIAL EVALUATION

I. GENERAL INFORMATION

a) Name:	*SUBTRACTION AND MULTIPLICATION*
b) Copyright Date:	*1993*
c) Price:	*$4.75*
d) Address:	*South-Western Publishing Company* *5101 Madison Road* *Cincinnati, OH 45227-1427* *Telephone: (800) 543-7972*
e) Value:	*These workbooks should be used as a supplemental resource for adult learners.*

II. FORMAT OF MATERIALS: *Workbooks*

III. COMMENTS

SUBTRACTION AND MULTIPLICATION is an individualized basic mathematics program designed to motivate students to take charge of the learning process. This has been accomplished through carefully crafting a personal progress record enabling students to monitor their progress.

Time management components are incorporated with a series of diagnostic exercises directing students to sections of the workbook when personal skills are in need of reinforcement. Answers are readily available throughout the workbook, providing immediate feedback for the independent learner.

These workbooks cover whole number applications in multiplication and subtraction, progressing to decimal applications. The style in which these workbooks were written closely resembles the teachings of Madeline Hunter:

1. *Tell the students what skill will be learned.*
2. *Teach the skill with plenty of reinforcement.*
3. *Test for subject mastery.*
4. *Tell the student what skill was mastered.*

These workbooks are highly recommended for any GED Basic Math Program.

Readability level __ II, Grade 8 (Fry)

CHECKLIST FOR EVALUATING INSTRUCTIONAL MATERIALS

(Strong - S Adequate - A Weak - W Non-applicable - N/A)

	S	A	W	N/A
GOALS AND OBJECTIVES				
1. Purpose and rationale fully explained	X			
2. Goals and objectives clearly identified	X			
3. Content directed to stated goals and objectives	X			
4. Procedures include ways to determine students' readiness	X			
5. Assessment of student achievement included	X			
VALIDITY				
6. Authors appear to be qualified	X			
7. Materials have been field-tested	X			
8. Evaluation of materials used	X			
CONTENT OF MATERIALS				
9. Concepts well developed and sequentially developed	X			
10. No confusing and/or conflicting concepts	X			
11. Skills sequenced, introduced and reviewed	X			
12. Major points clearly identified	X			
13. Audio-visual elements integrated				X
14. Reading level is appropriate for student in this program	X			
15. Materials can be worked with independently or with minimum help	X			
16. Content will stimulate and challenge students	X			
OBJECTIVITY				
17. Information is factual	X			
18. No racial, sexual, or religious biases	X			
19. Portrayal of racial, religious, and ethnic groups, builds understanding, appreciation, and acceptance	X			
COMPONENTS AND ORGANIZATION				
20. Materials not too large, bulky or complex	X			
21. Materials are relatively easy to use	X			
22. Special inservice training is required				X
23. Materials are well designed and packaged	X			
24. Materials are reasonably priced	X			
TEACHER MATERIALS				
25. Adequate teacher guides or manuals provided	X			
26. Provision for teacher-student interaction	X			
27. Suggestions and instructions for meeting needs of students of varying levels are included		X		
28. Includes suggestions for related learning activities		X		
SUMMARY AND RECOMMENDATIONS				
29. Materials would make a significant addition to the classroom	X			
30. Materials do what they are intended to do	X			
31. I recommend the purchase of these materials	X			

PRE-GENERAL EDUCATIONAL DEVELOPMENT
(PRE-GED)

MATERIAL EVALUATION

I. GENERAL INFORMATION

a) Name: DIAGNOSTIC PRETESTS FOR GED INSTRUCTION

b) Copyright Date: 1987

c) Price: $6.00

d) Address:
Contemporary Books, Inc.
Two Prudential Plaza
Chicago, IL 60601-6790
Telephone: (800) 621-1918

e) Value: This workbook contains a sampling of the five areas for GED testing.

II. FORMAT OF MATERIALS: Workbook

III. COMMENTS

The DIAGNOSTIC PRE-TESTS FOR GED INSTRUCTION contains five "mini" tests in the GED content areas. It serves as an adequate introduction to the GED test by giving the student his first experience in test taking.

Included in the booklet is an evaluation chart which can determine areas on which the student needs to concentrate. The adult learners who participated in field-testing the material found the workbook helpful in becoming comfortable with test taking.

Readability level __ Not Applicable

CHECKLIST FCR EVALUATING INSTRUCTIONAL MATERIALS

(Strong - S Adequate - A Weak - W Non-applicable - N/A)

	S	A	W	N/A
GOALS AND OBJECTIVES				
1. Purpose and rationale fully explained	X			
2. Goals and objectives clearly identified	X			
3. Content directed to stated goals and objectives	X			
4. Procedures include ways to determine students' readiness	X			
5. Assessment of student achievement included	X			
VALIDITY				
6. Authors appear to be qualified	X			
7. Materials have been field-tested	X			
8. Evaluation of materials used	X			
CONTENT OF MATERIALS				
9. Concepts well developed and sequentially developed	X			
10. No confusing and/or conflicting concepts	X			
1. Skills sequenced, introduced and reviewed	X			
12. Major points clearly identified	X			
13. Audio-visual elements integrated	X			
14. Reading level is appropriate for student in this program	X			
15. Materials can be worked with independently or with minimum help	X			
16. Content will stimulate and challenge students	X			
OBJECTIVITY				
17. Information is factual	X			
18. No racial, sexual, or religious biases	X			
19. Portrayal of racial, religious, and ethnic groups, builds understanding, appreciation, and acceptance	X			
COMPONENTS AND ORGANIZATION				
20. Materials not too large, bulky or complex	X			
21. Materials are relatively easy to use	X			
22. Special inservice training is required				X
23. Materials are well designed and packaged	X			
24. Materials are reasonably priced	X			
TEACHER MATERIALS				
25. Adequate teacher guides or manuals provided				X
26. Provision for teacher-student interaction				X
27. Suggestions and instructions for meeting needs of students of varying levels are included				X
28. Includes suggestions for related learning activities				X
SUMMARY AND RECOMMENDATIONS				
29. Materials would make a significant addition to the classroom	X			
30. Materials do what they are intended to do	X			
31. I recommend the purchase of these materials	X			

MATERIAL EVALUATION

I. GENERAL INFORMATION

a) Name:	SCORING GUIDE FOR THE GED ASSESSMENT PROGRAM
b) Copyright Date:	1989
c) Price:	$6.00
d) Address:	Contemporary Books, Inc. Two Prudential Plaza Chicago, IL 60601-6790 Telephone: (800) 621-1918
e) Value:	This manual offers guides to assess student skill level and interpret GED readiness.

II. FORMAT OF MATERIALS: Teacher's Guide

III. COMMENTS

The SCORING GUIDE is a valuable tool for potential GED students ready to take the test. The explanations for pre- and posttest procedures were clear and readable.

Essentially, the text is divided into two sections. The pretest portion deals with administration of the pretest and how to assess the results.

The evaluative posttests explain how scoring is achieved and gives tips on how to estimate a score. The GED READINESS WORKSHEET on p. 57 is a quick interpretive guide for GED readiness.

Readability __ Not Applicable

CHECKLIST FOR EVALUATING INSTRUCTIONAL MATERIALS

*(Strong - **S** Adequate - **A** Weak - **W** Non-applicable - **N/A**)*

	S	A	W	N/A
GOALS AND OBJECTIVES				
1. Purpose and rationale fully explained	X			
2. Goals and objectives clearly identified	X			
3. Content directed to stated goals and objectives	X			
4. Procedures include ways to determine students' readiness	X			
5. Assessment of student achievement included	X			
VALIDITY				
6. Authors appear to be qualified	X			
7. Materials have been field-tested				X
8. Evaluation of materials used				X
CONTENT OF MATERIALS				
9. Concepts well developed and sequentially developed	X			
10. No confusing and/or conflicting concepts	X			
11. Skills sequenced, introduced and reviewed	X			
12. Major points clearly identified	X			
13. Audio-visual elements integrated				X
14. Reading level is appropriate for student in this program				X
15. Materials can be worked with independently or with minimum help				X
16. Content will stimulate and challenge students				X
OBJECTIVITY				
17. Information is factual	X			
18. No racial, sexual, or religious biases	X			
19. Portrayal of racial, religious, and ethnic groupsx builds understanding, appreciation, and acceptance	X			
COMPONENTS AND ORGANIZATION				
20. Materials not too large, bulky or complex	X			
21. Materials are relatively easy to use	X			
22. Special inservice training is required				X
23. Materials are well designed and packaged	X			
24. Materials are reasonably priced	X			
TEACHER MATERIALS				
25. Adequate teacher guides or manuals provided	X			
26. Provision for teacher-student interaction	X			
27. Suggestions and instructions for meeting needs of students of varying levels are included				X
28. Includes suggestions for related learning activities				X
SUMMARY AND RECOMMENDATIONS				
29. Materials would make a significant addition to the classroom	X			
30. Materials do what they are intended to do	X			
31. I recommend the purchase of these materials	X			

READING

MATERIAL EVALUATION

I. GENERAL INFORMATION

a) Name:	***CRITICAL READING FOR PROFICIENCY*** ***(Books 1 and 2)***
b) Copyright Date:	***1991***
c) Price:	***$4.85 each***
d) Address:	***Educational Design, Inc.*** ***47 West 13 Street*** ***New York, NY 10011*** ***Telephone: (800) 221-9372***
e) Value:	***This material assists in the development of critical reading skills necessary for success in the GED program.***

II. FORMAT OF MATERIALS: ***Workbook***

III. COMMENTS

Dr. Stuart Margulies' books, CRITICAL READING FOR PROFICIENCY, Level I and Level II are intended to assist the student in developing critical reading skills. Critical reading skills is defined as the "kind of reading you must do if you wish to fully understand a piece of writing." The books are intended to take the student beyond the stage of just mechanical decoding and move them to one of understanding what is read.

The books are divided by topics. Each topic is given a short, clear explanation followed by an example with an explanation. The following topics are included: main idea, relevant details, supporting details, best titles, sequencing, cause and effect, character motives, character description, author's point of view, fact versus opinions, drawing conclusions, making judgments, predicting outcomes, comparisons, paragraph development, outlining, word meaning for content, reading instructions, and sequencing of events.

Students often request texts that include both answers and explanations of the answers. Students with a goal of obtaining a GED need to practice all the skills presented in these books in preparation for GED level reading.

Readability level __ II, Grade 7 (Fry) Book 1
__ II, Grade 8 (Fry) Book 2

CHECKLIST FOR EVALUATING INSTRUCTIONAL MATERIALS

(Strong - S Adequate - A Weak - W Non-applicable - N/A)

	S	A	W	N/A
GOALS AND OBJECTIVES				
1. Purpose and rationale fully explained			X	
2. Goals and objectives clearly identified			X	
3. Content directed to stated goals and objectives				X
4. Procedures include ways to determine students' readiness				X
5. Assessment of student achievement included		X		
VALIDITY				
6. Authors appear to be qualified	X			
7. Materials have been field-tested				X
8. Evaluation of materials used				X
CONTENT OF MATERIALS				
9. Concepts well developed and sequentially developed		X		
10. No confusing and/or conflicting concepts		X		
11. Skills sequenced, introduced and reviewed		X		
12. Major points clearly identified	X			
13. Audio-visual elements integrated				X
14. Reading level is appropriate for student in this program	X			
15. Materials can be worked with independently or with minimum help	X			
16. Content will stimulate and challenge students		X		
OBJECTIVITY				
17. Information is factual	X			
18. No racial, sexual, or religious biases				X
19. Portrayal of racial, religious, and ethnic groups, builds understanding, appreciation, and acceptance				X
COMPONENTS AND ORGANIZATION				
20. Materials not too large, bulky or complex	X			
21. Materials are relatively easy to use	X			
22. Special inservice training is required				X
23. Materials are well designed and packaged		X		
24. Materials are reasonably priced	X			
TEACHER MATERIALS				
25. Adequate teacher guides or manuals provided				X
26. Provision for teacher-student interaction				X
27. Suggestions and instructions for meeting needs of students of varying levels are included				X
28. Includes suggestions for related learning activities				X
SUMMARY AND RECOMMENDATIONS				
29. Materials would make a significant addition to the classroom	X			
30. Materials do what they are intended to do		X		
31. I recommend the purchase of these materials	X			

MATERIAL EVALUATION

I. GENERAL INFORMATION

a) Name:	***EVERYTHING YOU NEED TO KNOW ABOUT SERIES***
b) Copyright Date:	***1993***
c) Price:	***$12.95***
d) Address:	Rosen Publishing Group *29 East 21st Street* *New York, NY 10010* *Telephone: (212) 777-3017*
e) Value:	***This series provides a high interest material covering sensitive subjects for young adults.***

II. FORMAT OF MATERIALS: Book Series

III. COMMENTS

The NEED TO KNOW books consisting of 18 titles use simple language to explain complex problems. The result is a powerfully written set of books on sensitive topics which, although designed for young adults, appeals to adult learners of all ages.

For example, Drug Abuse describes "cocaine" as follows: "It makes you feel great, able to do anything. It puts you into a state of euphoria. You are happy, hopeful, on top of the world. But the feeling doesn't last long." (p. 18). The reader has the option of looking up "euphoria" in the glossary. The text goes on to explain the dangers of cocaine and uses the deaths of Len Bias and John Belushi to illustrate the danger.

The Teacher's Guide outlines objectives and gives helpful suggestions for initiating discussions, writing, and related activities.

This series would be useful in all settings with Level II readers. It would be particularly valuable in programs with a high youth population such as JOBS, JTPA, and FAMILY LITERACY.

The Series consists of the following titles: Anger, An Alcoholic Parent, Discrimination, Drug Abuse, Growing Up Female, Growing Up Male, Your Legal Rights, Alcoholism, Birth Control, Romantic Break-up, Teen Marriage, Teen Motherhood, Teen Pregnancy, Living with a Single Parent, Stepfamilies, When a Parent Dies, When a Parent is Out of Work, and Your Parents' Divorce.

Readability level __ II, Grades 6 - 8 (Fry)

CHECKLIST FOR EVALUATING INSTRUCTIONAL MATERIALS

(Strong - S Adequate - *A* Weak - *W* Non-applicable - *N/A*)

	S	*A*	*W*	*N/A*
GOALS AND OBJECTIVES				
1. Purpose and rationale fully explained	X			
2. Goals and objectives clearly identified	X			
3. Content directed to stated goals and objectives	X			
4. Procedures include ways to determine students' readiness			X	
5. Assessment of student achievement included				X
VALIDITY				
6. Authors appear to be qualified		X		
7. Materials have been field-tested				X
8. Evaluation of materials used				X
CONTENT OF MATERIALS				
9. Concepts well developed and sequentially developed	X			
10. No confusing and/or conflicting concepts	X			
11. Skills sequenced, introduced and reviewed				X
12. Major points clearly identified	X			
13. Audio-visual elements integrated				X
14. Reading level is appropriate for student in this program	X			
15. Materials can be worked with independently or with minimum help	X			
16. Content will stimulate and challenge students	X			
OBJECTIVITY				
17. Information is factual	X			
18. No racial, sexual, or religious biases	X			
19. Portrayal of racial, religious, and ethnic groups, builds understanding, appreciation, and acceptance	X			
COMPONENTS AND ORGANIZATION				
20. Materials not too large, bulky or complex	X			
21. Materials are relatively easy to use	X			
22. Special inservice training is required				X
23. Materials are well designed and packaged	X			
24. Materials are reasonably priced				X
TEACHER MATERIALS				
25. Adequate teacher guides or manuals provided		X		
26. Provision for teacher-student interaction		X		
27. Suggestions and instructions for meeting needs of students of varying levels are included				X
28. Includes suggestions for related learning activities	X			
SUMMARY AND RECOMMENDATIONS				
29. Materials would make a significant addition to the classroom	X			
30. Materials do what they are intended to do		X		
31. I recommend the purchase of these materials		X		

MATERIAL EVALUATION

I. GENERAL INFORMATION

a) Name:	FOUNDATIONS FOR ADULT READING 1
b) Copyright Date:	1991
c) Price:	$5.95
d) Address:	Scott, Foresman & Co. 1900 East Lake Avenue Glenview, IL 60025 Telephone: (800) 628-4480
e) Value:	The purpose of this text is to develop reading comprehension skills.

II. FORMAT OF MATERIALS: Workbook

III. COMMENTS

FOUNDATIONS FOR ADULT READING 1 assumes students have some decoding skills and a limited vocabulary. Its purpose is to develop reading comprehension. This purpose is explained clearly and mapped out in the book for the use of both the teacher and student.

FOUNDATIONS presents varied selections from real life stories to poetry. Each reading selection has four parts including: before you read, the selection, questions, and think about it. The part "Before you read" aids the student in developing a purpose for reading the selection. The "Question" part asks literal questions, while the part "Think About It," offers inferential questions.

Included in the selections are "Word Banks" for building vocabulary and "Hints for Good Readers" suggesting reading strategies that good readers use. Some of the strategies covered in the selections are: reading for a purpose, creating mental pictures, making connections to prior knowledge, making predictions, reading phrases rather than words, asking questions, looking for main ideas and mapping. The reading and study strategies included seem to be skills that many poor readers need.

Readability level __ I, Grade 2 (Fry)

CHECKLIST FOR EVALUATING INSTRUCTIONAL MATERIALS

(Strong - S   Adequate - A   Weak - W   Non-applicable - N/A)

	S	A	W	N/A
GOALS AND OBJECTIVES				
1. Purpose and rationale fully explained	X			
2. Goals and objectives clearly identified	X			
3. Content directed to stated goals and objectives	X			
4. Procedures include ways to determine students' readiness				X
5. Assessment of student achievement included		X		
VALIDITY				
6. Authors appear to be qualified	X			
7. Materials have been field-tested				X
8. Evaluation of materials used				X
CONTENT OF MATERIALS				
9. Concepts well developed and sequentially developed	X			
10. No confusing and/or conflicting concepts	X			
11. Skills sequenced, introduced and reviewed	X			
12. Major points clearly identified	X			
13. Audio-visual elements integrated				X
14. Reading level is appropriate for student in this program	X			
15. Materials can be worked with independently or with minimum help	X			
16. Content will stimulate and challenge students	X			
OBJECTIVITY				
17. Information is factual	X			
18. No racial, sexual, or religious biases	X			
19. Portrayal of racial, religious, and ethnic groups, builds understanding, appreciation, and acceptance	X			
COMPONENTS AND ORGANIZATION				
20. Materials not too large, bulky or complex	X			
21. Materials are relatively easy to use	X			
22. Special inservice training is required				X
23. Materials are well designed and packaged	X			
24. Materials are reasonably priced				X
TEACHER MATERIALS				
25. Adequate teacher guides or manuals provided				X
26. Provision for teacher-student interaction	X			
27. Suggestions and instructions for meeting needs of students of varying levels are included				X
28. Includes suggestions for related learning activities		X		
SUMMARY AND RECOMMENDATIONS				
29. Materials would make a significant addition to the classroom	X			
30. Materials do what they are intended to do	X			
31. I recommend the purchase of these materials	X			

MATERIAL EVALUATION

I. GENERAL INFORMATION

a) Name: HUNGRY NO MORE

b) Copyright Date: 1989

c) Price: $5.30

d) Address:
David S. Lake Publishers
500 Harbor Boulevard
Belmont, CA 94002

e) Value: This novel helps to build basic reading comprehension skills.

II. FORMAT OF MATERIALS: Book

III. COMMENTS

This paperback is divided into 14 chapters. There are questions at the end of each chapter to give the student an opportunity to form opinions about the situation being described.

The story involving the immigration of an Irish family to America is very realistic. Due to the high interest and sequential skill development, the text would make an excellent addition to the classroom.

Readability level __ I, Grades 2-3 (Fry)

CHECKLIST FOR EVALUATING INSTRUCTIONAL MATERIALS

(Strong - S Adequate - A Weak - W Non-applicable - N/A)

	S	A	W	N/A
GOALS AND OBJECTIVES				
1. Purpose and rationale fully explained				X
2. Goals and objectives clearly identified				X
3. Content directed to stated goals and objectives				X
4. Procedures include ways to determine students' readiness				X
5. Assessment of student achievement included				X
VALIDITY				
6. Authors appear to be qualified		X		
7. Materials have been field-tested				X
8. Evaluation of materials used				X
CONTENT OF MATERIALS				
9. Concepts well developed and sequentially developed		X		
10. No confusing and/or conflicting concepts		X		
11. Skills sequenced, introduced and reviewed				X
12. Major points clearly identified				X
13. Audio-visual elements integrated				X
14. Reading level is appropriate for student in this program		X		
15. Materials can be worked with independently or with minimum help		X		
16. Content will stimulate and challenge students		X		
OBJECTIVITY				
17. Information is factual		X		
18. No racial, sexual, or religious biases		X		
19. Portrayal of racial, religious, and ethnic groups, builds understanding, appreciation, and acceptance		X		
COMPONENTS AND ORGANIZATION				
20. Materials not too large, bulky or complex	X			
21. Materials are relatively easy to use	X			
22. Special inservice training is required				X
23. Materials are well designed and packaged		X		
24. Materials are reasonably priced				X
TEACHER MATERIALS				
25. Adequate teacher guides or manuals provided				X
26. Provision for teacher-student interaction		X		
27. Suggestions and instructions for meeting needs of students of varying levels are included				X
28. Includes suggestions for related learning activities				X
SUMMARY AND RECOMMENDATIONS				
29. Materials would make a significant addition to the classroom	X			
30. Materials do what they are intended to do	X			
31. I recommend the purchase of these materials	X			

MATERIAL EVALUATION

I. GENERAL INFORMATION

a) Name:	JIM HUNTER BOOKS
b) Copyright Date:	1977
c) Price:	$4.25 each
d) Address:	Fearon Education, A Division of David S. Lake Publishers 500 Harbor Boulevard Belmont, CA 94002
e) Value:	These books provide high interest, low vocabulary fiction for basic readers.

II. FORMAT OF MATERIALS: Book

III. COMMENTS

These books (set of 16 titles), first published in 1977, are still in the market. The texts are quite popular as supplementary material for basic readers. The illustrations on every page reinforce the written words. They are quick and easy to read and should hold the readers' interest. However, due to the extreme brevity and lack of character development, students may be confused and have difficulty following the story line.

Readability level __ I, Grade 3 (Fry) Jim and the Sun Goddess
I, Grade 3 (Fry) Jim and the Dolphin
II, Grade 5 (Fry) Danger in the Mountains

CHECKLIST FOR EVALUATING INSTRUCTIONAL MATERIALS

(Strong - S Adequate - A Weak - W Non-applicable - N/A)

GOALS AND OBJECTIVES

	S	A	W	N/A
1. Purpose and rationale fully explained				X
2. Goals and objectives clearly identified				X
3. Content directed to stated goals and objectives				X
4. Procedures include ways to determine students' readiness				X
5. Assessment of student achievement included				X

VALIDITY

	S	A	W	N/A
6. Authors appear to be qualified		X		
7. Materials have been field-tested		X		
8. Evaluation of materials used				X

CONTENT OF MATERIALS

	S	A	W	N/A
9. Concepts well developed and sequentially developed		X		
10. No confusing and/or conflicting concepts				X
1. Skills sequenced, introduced and reviewed				X
12. Major points clearly identified				X
13. Audio-visual elements integrated	X			
14. Reading level is appropriate for student in this program	X			
15. Materials can be worked with independently or with minimum help		X		
16. Content will stimulate and challenge students			X	

OBJECTIVITY

	S	A	W	N/A
17. Information is factual		X		
18. No racial, sexual, or religious biases		X		
19. Portrayal of racial, religious, and ethnic groups, builds understanding, appreciation, and acceptance		X		

COMPONENTS AND ORGANIZATION

	S	A	W	N/A
20. Materials not too large, bulky or complex	X			
21. Materials are relatively easy to use	X			
22. Special inservice training is required			X	
23. Materials are well designed and packaged	X			
24. Materials are reasonably priced	X			

TEACHER MATERIALS

	S	A	W	N/A
25. Adequate teacher guides or manuals provided				X
26. Provision for teacher-student interaction			X	
27. Suggestions and instructions for meeting needs of students of varying levels are included				X
28. Includes suggestions for related learning activities				X

SUMMARY AND RECOMMENDATIONS

	S	A	W	N/A
29. Materials would make a significant addition to the classroom		X		
30. Materials do what they are intended to do		X		
31. I recommend the purchase of these materials			X	

MATERIAL EVALUATION

I. GENERAL INFORMATION

a) Name:	MASTERING READING SKILLS FOR SUCCESS: MANUFACTURING (Book 1)
b) Copyright Date:	1991
c) Price:	$10.95
d) Address:	Delmar Publishers, Inc. 2 Computer Drive West, Box 15-015 Albany, NY 12212 Telephone: (518) 459-1150
e) Value:	The book is of value to beginners interested in developing life skills for use at home. It introduces users to the use of manufacturing materials and tools.

II. FORMAT OF MATERIALS: Workbook

III. COMMENTS

SKILLS FOR SUCCESS: MANUFACTURING (BOOK 1), of the MASTERING READING series offers users a wide range of opportunities to utilize and develop their basic life skills. Concentrating on tools, materials, and activities in the home, the book provides practical exercises built upon relevant topics. Topics include first aid, safety, nutrition, and computers. The topics are covered in a manner that holds students' interest and motivates them to move forward.

Readability level __ I, Grade 3 (Fry)

CHECKLIST FOR EVALUATING INSTRUCTIONAL MATERIALS

(Strong - S Adequate - A Weak - W Non-applicable - N/A)

	S	A	W	N/A
GOALS AND OBJECTIVES				
1. Purpose and rationale fully explained	X			
2. Goals and objectives clearly identified	X			
3. Content directed to stated goals and objectives	X			
4. Procedures include ways to determine students' readiness				X
5. Assessment of student achievement included			X	
VALIDITY				
6. Authors appear to be qualified	X			
7. Materials have been field-tested	X			
8. Evaluation of materials used	X			
CONTENT OF MATERIALS				
9. Concepts well developed and sequentially developed	X			
10. No confusing and/or conflicting concepts		X		
11. Skills sequenced, introduced and reviewed		X		
12. Major points clearly identified	X			
13. Audio-visual elements integrated				X
14. Reading level is appropriate for student in this program		X		
15. Materials can be worked with independently or with minimum help		X		
16. Content will stimulate and challenge students	X			
OBJECTIVITY				
17. Information is factual	X			
18. No racial, sexual, or religious biases		X		
19. Portrayal of racial, religious, and ethnic groups, builds understanding, appreciation, and acceptance				X
COMPONENTS AND ORGANIZATION				
20. Materials not too large, bulky or complex	X			
21. Materials are relatively easy to use	X			
22. Special inservice training is required				X
23. Materials are well designed and packaged	X			
24. Materials are reasonably priced		X		
TEACHER MATERIALS				
25. Adequate teacher guides or manuals provided	X			
26. Provision for teacher-student interaction	X			
27. Suggestions and instructions for meeting needs of students of varying levels are included				X
28. Includes suggestions for related learning activities				X
SUMMARY AND RECOMMENDATIONS				
29. Materials would make a significant addition to the classroom	X			
30. Materials do what they are intended to do	X			
31. I recommend the purchase of these materials	X			

MATERIAL EVALUATION

I. GENERAL INFORMATION

a) Name:	***MASTERING READING SKILLS FOR SUCCESS: MANUFACTURING (Book 2)***
b) Copyright Date:	***1991***
c) Price:	***$10.95***
d) Address:	*Delmar Publishers, Inc.* *2 Computer Drive West, Box 15-015* *Albany, NY 12212* *Telephone: (518) 459-1150*
e) Value:	*The book is of value to students who have completed Book 1 in the series, or to intermediate adult learners interested in manufacturing.*

II. FORMAT OF MATERIALS: *Workbook*

III. COMMENTS

SKILLS FOR SUCCESS: MANUFACTURING (BOOK 2) of the MASTERING READING series explores life skills, as does BOOK 1, but delves into manufacturing skills as well as general life skills.

Some of the topics discussed in BOOK 1 are reviewed, however, with more detail. As in BOOK 1, the passages and exercises are both relevant and stimulating. Topics of interest include energy for the job, health insurance, and job search skills.

The glossary in BOOK 2 contains words which appear in BOOKS 1 and 2, and tells in which unit the word was used for the first time.

Readability level __ II, Grade 5 (Fry)

CHECKLIST FOR EVALUATING INSTRUCTIONAL MATERIALS

(*Strong - S* Adequate - *A* Weak - *W* Non-applicable - *N/A*)

	S	A	W	N/A
GOALS AND OBJECTIVES				
1. Purpose and rationale fully explained	X			
2. Goals and objectives clearly identified	X			
3. Content directed to stated goals and objectives	X			
4. Procedures include ways to determine students' readiness				X
5. Assessment of student achievement included			X	
VALIDITY				
6. Authors appear to be qualified	X			
7. Materials have been field-tested	X			
8. Evaluation of materials used	X			
CONTENT OF MATERIALS				
9. Concepts well developed and sequentially developed	X			
10. No confusing and/or conflicting concepts		X		
11. Skills sequenced, introduced and reviewed		X		
12. Major points clearly identified	X			
13. Audio-visual elements integrated				X
14. Reading level is appropriate for student in this program	X			
15. Materials can be worked with independently or with minimum help		X		
16. Content will stimulate and challenge students	X			
OBJECTIVITY				
17. Information is factual	X			
18. No racial, sexual, or religious biases		X		
19. Portrayal of racial, religious, and ethnic groups, builds understanding, appreciation, and acceptance				X
COMPONENTS AND ORGANIZATION				
20. Materials not too large, bulky or complex	X			
21. Materials are relatively easy to use	X			
22. Special inservice training is required				X
23. Materials are well designed and packaged	X			
24. Materials are reasonably priced				X
TEACHER MATERIALS				
25. Adequate teacher guides or manuals provided	X			
26. Provision for teacher-student interaction	X			
27. Suggestions and instructions for meeting needs of students of varying levels are included				X
28. Includes suggestions for related learning activities				X
SUMMARY AND RECOMMENDATIONS				
29. Materials would make a significant addition to the classroom	X			
30. Materials do what they are intended to do	X			
31. I recommend the purchase of these materials	X			

MATERIAL EVALUATION

I. GENERAL INFORMATION

a) Name: MASTERING READING SKILLS FOR SUCCESS: MANUFACTURING (BOOK 3)

b) Copyright Date: 1991

c) Price: $10.95

d) Address:
Delmar Publishers, Inc.
2 Computer Drive West, Box 15-015
Albany, NY 12212
Telephone: (518) 459-1150

e) Value: This book introduces students to various occupations in the manufacturing field.

II. FORMAT OF MATERIALS: Book

III. COMMENTS

LEARNING ABOUT MANUFACTURING: BOOK 3, introduces students to manufacturing concepts as they are applied in various occupations.

As in BOOKS 1 and 2 of the series, it includes passages and exercises that are both relevant and stimulating. It is more advanced, however, with the passages and exercises demanding more concentration and presenting greater challenges for users.

Topics of interest include caring for machinery, troubleshooting, and work-related stress.

Readability level __ II, Grade 8 (Fry)

CHECKLIST FOR EVALUATING INSTRUCTIONAL MATERIALS
(Strong - S Adequate - A Weak - W Non-applicable - N/A)

	S	A	W	N/A
GOALS AND OBJECTIVES				
1. Purpose and rationale fully explained	X			
2. Goals and objectives clearly identified	X			
3. Content directed to stated goals and objectives	X			
4. Procedures include ways to determine students' readiness				X
5. Assessment of student achievement included			X	
VALIDITY				
6. Authors appear to be qualified	X			
7. Materials have been field-tested	X			
8. Evaluation of materials used	X			
CONTENT OF MATERIALS				
9. Concepts well developed and sequentially developed	X			
10. No confusing and/or conflicting concepts		X		
11. Skills sequenced, introduced and reviewed		X		
12. Major points clearly identified	X			
13. Audio-visual elements integrated				X
14. Reading level is appropriate for student in this program		X		
15. Materials can be worked with independently or with minimum help		X		
16. Content will stimulate and challenge students	X			
OBJECTIVITY				
17. Information is factual	X			
18. No racial, sexual, or religious biases		X		
19. Portrayal of racial, religious, and ethnic groups, builds understanding, appreciation, and acceptance				X
COMPONENTS AND ORGANIZATION				
20. Materials not too large, bulky or complex	X			
21. Materials are relatively easy to use	X			
22. Special inservice training is required				X
23. Materials are well designed and packaged	X			
24. Materials are reasonably priced	X			
TEACHER MATERIALS				
25. Adequate teacher guides or manuals provided	X			
26. Provision for teacher-student interaction	X			
27. Suggestions and instructions for meeting needs of students of varying levels are included				X
28. Includes suggestions for related learning activities				X
SUMMARY AND RECOMMENDATIONS				
29. Materials would make a significant addition to the classroom	X			
30. Materials do what they are intended to do	X			
31. I recommend the purchase of these materials	X			

MATERIAL EVALUATION

I. GENERAL INFORMATION

a) Name:	MASTERING READING, SKILLS FOR SUCCESS; MANUFACTURING (BOOK 4)
b) Copyright Date:	1991
c) Price:	$10.95
d) Address:	Delmar Publishers, Inc. 2 Computer Drive West, Box 15-015 Albany, NY 12212 Telephone: (518) 459-1150
e) Value:	As a continuation of Book 3 in the series, this book provides more indepth training in vocational orientation.

II. FORMAT OF MATERIALS: Workbook

III. COMMENTS

LEARNING ABOUT MANUFACTURING: BOOK 4 of the MASTERING READING series reinforces the vocational orientation introduced in BOOK 3 of the series. The topics concentrate on manufacturing matters and actually being a manufacturing worker.

The topics will be of particular interest to students who are predisposed to "blue collar" occupations. For example, topics include OSHA (Occupational Safety and Health Act), quality control, and unionism.

As with BOOK 2 of the series, which includes vocabulary words from BOOKS 1 and 2, BOOK 4 includes vocabulary words from BOOKS 3 and 4, and tells in which unit the word was used for the first time.

Readability level __ II, Grade 6 (Fry)

CHECKLIST FOR EVALUATING INSTRUCTIONAL MATERIALS

(Strong - S Adequate - A Weak - W Non-applicable - N/A)

	S	A	W	N/A
GOALS AND OBJECTIVES				
1. Purpose and rationale fully explained				X
2. Goals and objectives clearly identified				X
3. Content directed to stated goals and objectives				X
4. Procedures include ways to determine students' readiness				X
5. Assessment of student achievement included				X
VALIDITY				
6. Authors appear to be qualified		X		
7. Materials have been field-tested		X		
8. Evaluation of materials used				X
CONTENT OF MATERIALS				
9. Concepts well developed and sequentially developed		X		
10. No confusing and/or conflicting concepts				X
1. Skills sequenced, introduced and reviewed				X
12. Major points clearly identified				X
13. Audio-visual elements integrated	X			
14. Reading level is appropriate for student in this program	X			
15. Materials can be worked with independently or with minimum help		X		
16. Content will stimulate and challenge students			X	
OBJECTIVITY				
17. Information is factual		X		
18. No racial, sexual, or religious biases		X		
19. Portrayal of racial, religious, and ethnic groups, builds understanding, appreciation, and acceptance		X		
COMPONENTS AND ORGANIZATION				
20. Materials not too large, bulky or complex	X			
21. Materials are relatively easy to use	X			
22. Special inservice training is required			X	
23. Materials are well designed and packaged	X			
24. Materials are reasonably priced	X			
TEACHER MATERIALS				
25. Adequate teacher guides or manuals provided				X
26. Provision for teacher-student interaction			X	
27. Suggestions and instructions for meeting needs of students of varying levels are included				X
28. Includes suggestions for related learning activities				X
SUMMARY AND RECOMMENDATIONS				
29. Materials would make a significant addition to the classroom		X		
30. Materials do what they are intended to do		X		
31. I recommend the purchase of these materials			X	

MATERIAL EVALUATION

I. GENERAL INFORMATION

a) Name:	MASTERING READING: SKILLS FOR SUCCESS/ OFFICE WORK SERIES
b) Copyright Date:	1991
c) Price:	$7.95 each
d) Address:	Delmar Publishers, Inc. 2 Computer Drive, West, Box 15-015 Albany, NY 12212-9985 Telephone: (518) 459-1150
e) Value:	These are great books in teaching general office skills.

II. FORMAT OF MATERIALS:

Series of Workbooks
Teacher's Guide

III. COMMENTS

This series, consisting of four books, focuses on office work. Each lesson contains two pages of reading with review and practice exercises. The books can be used for class discussions and individualized instruction. An answer key and a glossary are included at the back of each book. This series is worthwhile in teaching adults more about the world of work.

Readability level __ II, Grade 6 (Fry) Book 1
II, Grade 7 (Fry) Book 2
II, Grade 8 (Fry) Book 3
III, Grade 9 (Fry) Book 4

CHECKLIST FOR EVALUATING INSTRUCTIONAL MATERIALS

(Strong - S Adequate - A Weak - W Non-applicable - N/A)

	S	A	W	N/A
GOALS AND OBJECTIVES				
1. Purpose and rationale fully explained	X			
2. Goals and objectives clearly identified	X			
3. Content directed to stated goals and objectives	X			
4. Procedures include ways to determine students' readiness		X		
5. Assessment of student achievement included		X		
VALIDITY				
6. Authors appear to be qualified		X		
7. Materials have been field-tested		X		
8. Evaluation of materials used		X		
CONTENT OF MATERIALS				
9. Concepts well developed and sequentially developed		X		
10. No confusing and/or conflicting concepts		X		
11. Skills sequenced, introduced and reviewed	X			
12. Major points clearly identified	X			
13. Audio-visual elements integrated		X		
14. Reading level is appropriate for student in this program	X			
15. Materials can be worked with independently or with minimum help		X		
16. Content will stimulate and challenge students		X		
OBJECTIVITY				
17. Information is factual		X		
18. No racial, sexual, or religious biases		X		
19. Portrayal of racial, religious, and ethnic groups, builds understanding, appreciation, and acceptance		X		
COMPONENTS AND ORGANIZATION				
20. Materials not too large, bulky or complex		X		
21. Materials are relatively easy to use		X		
22. Special inservice training is required				X
23. Materials are well designed and packaged	X			
24. Materials are reasonably priced		X		
TEACHER MATERIALS				
25. Adequate teacher guides or manuals provided	X			
26. Provision for teacher-student interaction	X			
27. Suggestions and instructions for meeting needs of students of varying levels are included		X		
28. Includes suggestions for related learning activities		X		
SUMMARY AND RECOMMENDATIONS				
29. Materials would make a significant addition to the classroom		X		
30. Materials do what they are intended to do		X		
31. I recommend the purchase of these materials		X		

MATERIAL EVALUATION

I. GENERAL INFORMATION

a) Name:	*MASTERING READING, TEACHER'S RESOURCE: MANUFACTURING*
b) Copyright Date:	*1991*
c) Price:	*$13.75*
d) Address:	*Delmar Publishers Inc. 2 Computer Drive West, Box 15-015 Albany, NY 12212 Telephone: (518) 459-1150*
e) Value:	*This teacher's guide for the Manufacturing series contains valuable introductory passages on teaching adult learners, in addition to guiding teachers through the series.*

II. FORMAT OF MATERIALS: *Teacher's Guide*

III. COMMENTS

MASTERING READING, TEACHER'S RESOURCE: MANUFACTURING is the comprehensive teacher's guide for the Delmar Occupational Learning System's (DOL) four-book series on manufacturing. The book is a valuable resource for teachers in that it not only provides an overview of, and guidelines for using the series, but also reviews some of the basics of teaching and understanding adult learners.

It includes answer keys for the four books and provides aids for the preparation of lesson plans.

Readability __ Not Applicable

CHECKLIST FOR EVALUATING INSTRUCTIONAL MATERIALS

*(Strong - **S** Adequate - **A** Weak - **W** Non-applicable - **N/A**)*

	S	A	W	N/A
GOALS AND OBJECTIVES				
1. Purpose and rationale fully explained	X			
2. Goals and objectives clearly identified	X			
3. Content directed to stated goals and objectives	X			
4. Procedures include ways to determine students' readiness				X
5. Assessment of student achievement included				X
VALIDITY				
6. Authors appear to be qualified	X			
7. Materials have been field-tested	X			
8. Evaluation of materials used	X			
CONTENT OF MATERIALS				
9. Concepts well developed and sequentially developed		X		
10. No confusing and/or conflicting concepts		X		
11. Skills sequenced, introduced and reviewed		X		
12. Major points clearly identified	X			
13. Audio-visual elements integrated				X
14. Reading level is appropriate for student in this program				X
15. Materials can be worked with independently or with minimum help				X
16. Content will stimulate and challenge students				X
OBJECTIVITY				
17. Information is factual	X			
18. No racial, sexual, or religious biases		X		
19. Portrayal of racial, religious, and ethnic groups, builds understanding, appreciation, and acceptance				X
COMPONENTS AND ORGANIZATION				
20. Materials not too large, bulky or complex		X		
21. Materials are relatively easy to use	X			
22. Special inservice training is required				X
23. Materials are well designed and packaged	X			
24. Materials are reasonably priced	X			
TEACHER MATERIALS				
25. Adequate teacher guides or manuals provided	X			
26. Provision for teacher-student interaction	X			
27. Suggestions and instructions for meeting needs of students of varying levels are included		X		
28. Includes suggestions for related learning activities	X			
SUMMARY AND RECOMMENDATIONS				
29. Materials would make a significant addition to the classroom	X			
30. Materials do what they are intended to do	X			
31. I recommend the purchase of these materials	X			

MATERIAL EVALUATION

I. GENERAL INFORMATION

a) Name: MULTICULTURAL READING SERIES, BOOK 1

b)Copyright Date: 1992

c) Price: $7.75

d) Address:
Educational Design, Inc.
47 West 13th Street
New York, NY 10011
Telephone: (800) 221-9372

e) Value: This worktext is designed to help readers develop reading skills.

II. FORMAT OF MATERIALS: Worktext

III. COMMENTS

Part of a series, the Multicultural worktext contains 24 short and informative nonfiction reading selections, from a variety of cultures.

After each selection, the reader is provided with a glossary of new words with definitions included. Short exercises are included after each reading selection to assist adult learners in developing a variety of skills. The exercises develop reading skills in the following areas:

Cause/Effect
Fact/Opinion
Sequence
Outlining
Main Idea
Compare/Contrast
True/False
Setting
Making Judgment
Figurative Language

This is a good supplemental learning tool to use for additional practice for the GED reading test. It can be used individually or in a group.

Readability level __ II, Grade 5 (Fry)

CHECKLIST FOR EVALUATING INSTRUCTIONAL MATERIALS

(*Strong - S* Adequate - *A* Weak - *W* Non-applicable - *N/A*)

	S	A	W	N/A
GOALS AND OBJECTIVES				
1. Purpose and rationale fully explained			X	
2. Goals and objectives clearly identified			X	
3. Content directed to stated goals and objectives			X	
4. Procedures include ways to determine students' readiness				X
5. Assessment of student achievement included				X
VALIDITY				
6. Authors appear to be qualified	X			
7. Materials have been field-tested				X
8. Evaluation of materials used				X
CONTENT OF MATERIALS				
9. Concepts well developed and sequentially developed		X		
10. No confusing and/or conflicting concepts				X
1. Skills sequenced, introduced and reviewed		X		
12. Major points clearly identified		X		
13. Audio-visual elements integrated				X
14. Reading level is appropriate for student in this program		X		
15. Materials can be worked with independently or with minimum help		X		
16. Content will stimulate and challenge students		X		
OBJECTIVITY				
17. Information is factual	X			
18. No racial, sexual, or religious biases		X		
19. Portrayal of racial, religious, and ethnic groups, builds understanding, appreciation, and acceptance	X			
COMPONENTS AND ORGANIZATION				
20. Materials not too large, bulky or complex	X			
21. Materials are relatively easy to use	X			
22. Special inservice training is required				X
23. Materials are well designed and packaged		X		
24. Materials are reasonably priced	X			
TEACHER MATERIALS				
25. Adequate teacher guides or manuals provided		X		
26. Provision for teacher-student interaction			X	
27. Suggestions and instructions for meeting needs of students of varying levels are included			X	
28. Includes suggestions for related learning activities			X	
SUMMARY AND RECOMMENDATIONS				
29. Materials would make a significant addition to the classroom		X		
30. Materials do what they are intended to do		X		
31. I recommend the purchase of these materials		X		

MATERIAL EVALUATION

I. GENERAL INFORMATION

a) Name:	READ IT: A NEW APPROACH FOR ADULT READERS
b) Copyright Date:	1991
c) Price:	$4.81
d) Address:	Scott Foresman Co. 1900 East Lake Avenue Glenview, IL 60025 Telephone: (800) 323-5482
e) Value:	This material introduces basic writing skills through the use of real - life experiences.

II. FORMAT OF MATERIALS: Workbook

III. COMMENTS

Students at the basic early reading level enjoyed this workbook and found it easy to use. The "word bank" of names of food items facilitated their skills in writing a grocery list at home. By filling in the blanks with words from the "word bank," they were able to write. This was a major hurdle previous to the introduction of this book.

The logos of the fast food establishments and names of the food products and store chains were already familiar to students. They eagerly shared their experiences when shopping and eating at restaurants.

This book is an excellent motivational tool for most basic adult students. Those who refused to write in the past are now achieving success in this area.

Readability level __ I, Grade 3 (Fry)

CHECKLIST FOR EVALUATING INSTRUCTIONAL MATERIALS

*(Strong - **S** Adequate - **A** Weak - **W** Non-applicable - **N/A**)*

	S	A	W	N/A
GOALS AND OBJECTIVES				
1. Purpose and rationale fully explained	X			
2. Goals and objectives clearly identified	X			
3. Content directed to stated goals and objectives	X			
4. Procedures include ways to determine students' readiness				X
5. Assessment of student achievement included				X
VALIDITY				
6. Authors appear to be qualified	X			
7. Materials have been field-tested				X
8. Evaluation of materials used				X
CONTENT OF MATERIALS				
9. Concepts well developed and sequentially developed		X		
10. No confusing and/or conflicting concepts	X			
11. Skills sequenced, introduced and reviewed			X	
12. Major points clearly identified		X		
13. Audio-visual elements integrated				X
14. Reading level is appropriate for student in this program	X			
15. Materials can be worked with independently or with minimum help		X		
16. Content will stimulate and challenge students		X		
OBJECTIVITY				
17. Information is factual	X			
18. No racial, sexual, or religious biases	X			
19. Portrayal of racial, religious, and ethnic groups, builds understanding, appreciation, and acceptance	X			
COMPONENTS AND ORGANIZATION				
20. Materials not too large, bulky or complex	X			
21. Materials are relatively easy to use	X			
22. Special inservice training is required				X
23. Materials are well designed and packaged	X			
24. Materials are reasonably priced	X			
TEACHER MATERIALS				
25. Adequate teacher guides or manuals provided		X		
26. Provision for teacher-student interaction	X			
27. Suggestions and instructions for meeting needs of students of varying levels are included		X		
28. Includes suggestions for related learning activities		X		
SUMMARY AND RECOMMENDATIONS				
29. Materials would make a significant addition to the classroom		X		
30. Materials do what they are intended to do		X		
31. I recommend the purchase of these materials		X		

MATERIAL EVALUATION

I. GENERAL INFORMATION

a) Name: ***READING AND CRITICAL THINKING IN THE CONTENT AREAS***

b) Copyright Date: ***1988***

c) Price: ***$4.50***

d) Address:
Contemporary Books, Inc.
180 N. Michigan Avenue
Chicago, IL 60601
Telephone: (800) 621-1918

e) Value: ***This text is useful for the intermediate learner who is developing analytical skills.***

II. FORMAT OF MATERIALS: ***Workbook***

III. COMMENTS

The stories are well-crafted, thought-provoking, and cover topics that are of interest to the adult reader.

Clear directions were given on how to read critically by using the "Who, What, Where, When and Why" approach. Using these techniques greatly enhances comprehension skills.

Opportunities for writing are also provided at the end of each passage. Thought- provoking questions are asked.

The critical thinking skills which are introduced in the second half of this book are excellent. Students are taught about "author bias" and key words to watch for, such as "In my opinion..." This book would make an excellent addition to all adult classrooms!

Readability level __ II, Grade 7 (Fry)

CHECKLIST FOR EVALUATING INSTRUCTIONAL MATERIALS
(Strong - S Adequate - A Weak - W Non-applicable - N/A)

GOALS AND OBJECTIVES	S	A	W	N/A
1. Purpose and rationale fully explained		X		
2. Goals and objectives clearly identified		X		
3. Content directed to stated goals and objectives		X		
4. Procedures include ways to determine students' readiness				X
5. Assessment of student achievement included		X		

VALIDITY	S	A	W	N/A
6. Authors appear to be qualified	X			
7. Materials have been field-tested				X
8. Evaluation of materials used				X

CONTENT OF MATERIALS	S	A	W	N/A
9. Concepts well developed and sequentially developed	X			
10. No confusing and/or conflicting concepts		X		
11. Skills sequenced, introduced and reviewed		X		
12. Major points clearly identified	X			
13. Audio-visual elements integrated		X		
14. Reading level is appropriate for student in this program	X			
15. Materials can be worked with independently or with minimum help		X		
16. Content will stimulate and challenge students	X			

OBJECTIVITY	S	A	W	N/A
17. Information is factual	X			
18. No racial, sexual, or religious biases		X		
19. Portrayal of racial, religious, and ethnic groups, builds understanding, appreciation, and acceptance		X		

COMPONENTS AND ORGANIZATION	S	A	W	N/A
20. Materials not too large, bulky or complex	X			
21. Materials are relatively easy to use	X			
22. Special inservice training is required				X
23. Materials are well designed and packaged	X			
24. Materials are reasonably priced	X			

TEACHER MATERIALS	S	A	W	N/A
25. Adequate teacher guides or manuals provided				X
26. Provision for teacher-student interaction	X			
27. Suggestions and instructions for meeting needs of students of varying levels are included				X
28. Includes suggestions for related learning activities				X

SUMMARY AND RECOMMENDATIONS	S	A	W	N/A
29. Materials would make a significant addition to the classroom	X			
30. Materials do what they are intended to do	X			
31. I recommend the purchase of these materials	X			

MATERIAL EVALUATION

I. GENERAL INFORMATION

a) Name:	***READING FOR EMPLOYMENT***
b) Copyright Date:	***1993***
c) Price:	***$4.50***
d) Address:	***South-Western Publishing Co.*** ***5101 Madison Road*** ***Cincinnati, OH 45227*** ***Telephone: (800) 543-7972***
e) Value:	***This workbook is used in developing basic skills needed to conduct personal and business dealings. Its aim is to improve the learners' personal interactions and provide tools that will assist in employment opportunities.***

II. FORMAT OF MATERIALS: ***Workbook***

III. COMMENTS

READING FOR EMPLOYMENT is a workbook that allows for self-paced, independent learning. Real- life skills and issues relevant to work are emphasized throughout the text. The workbook also exposes the job seeker to the process of independent job search.

The workbook has seven units. Each unit provides the learner with an objective, goes on to give supportive information, as well as definitions to any new terms; then the learner is given the opportunity to apply what has been learned.

Included is a pretest, posttest, glossary, index, answer key and Personal Progress Report. A teacher's manual is also available, offering more practice exercises, testing materials and a Certificate of Completion for those who complete the whole workbook. The students can chart their own progress.

These competency-based activities will provide the learner and the instructor with immediate feedback as to whether the information was internalized, as well as understood.

This workbook is unique because it covers topics that are not usually found in job search materials such as Benefits, and understanding Employee Handbooks.

Print size is comfortable to the eye. The activities are concise and relevant.

Readability level __ III, Grade 9 (Fry)

CHECKLIST FOR EVALUATING INSTRUCTIONAL MATERIALS

(Strong - S Adequate - A Weak - W Non-applicable - N/A)

	S	*A*	*W*	*N/A*
GOALS AND OBJECTIVES				
1. Purpose and rationale fully explained		X		
2. Goals and objectives clearly identified	X			
3. Content directed to stated goals and objectives	X			
4. Procedures include ways to determine students' readiness	X			
5. Assessment of student achievement included	X			
VALIDITY				
6. Authors appear to be qualified	X			
7. Materials have been field-tested				X
8. Evaluation of materials used				X
CONTENT OF MATERIALS				
9. Concepts well developed and sequentially developed		X		
10. No confusing and/or conflicting concepts		X		
11. Skills sequenced, introduced and reviewed		X		
12. Major points clearly identified		X		
13. Audio-visual elements integrated				X
14. Reading level is appropriate for student in this program		X		
15. Materials can be worked with independently or with minimum help	X			
16. Content will stimulate and challenge students	X			
OBJECTIVITY				
17. Information is factual		X		
18. No racial, sexual, or religious biases		X		
19. Portrayal of racial, religious, and ethnic groups, builds understanding, appreciation, and acceptance				X
COMPONENTS AND ORGANIZATION				
20. Materials not too large, bulky or complex	X			
21. Materials are relatively easy to use	X			
22. Special inservice training is required				X
23. Materials are well designed and packaged		X		
24. Materials are reasonably priced	X			
TEACHER MATERIALS				
25. Adequate teacher guides or manuals provided	X			
26. Provision for teacher-student interaction	X			
27. Suggestions and instructions for meeting needs of students of varying levels are included			X	
28. Includes suggestions for related learning activities		X		
SUMMARY AND RECOMMENDATIONS				
29. Materials would make a significant addition to the classroom	X			
30. Materials do what they are intended to do	X			
31. I recommend the purchase of these materials	X			

MATERIAL EVALUATION

I. GENERAL INFORMATION

a) Name: ***READING FOR JOB AND PERSONAL USE***

b) Copyright Date: ***1992***

c) Price: ***$9.50 single copy; $6.95 multiple copies***

d) Address:
South-Western Publishing Co.
5101 Madison Road
Cincinnati, OH 45227
Telephone: (800) 543-7972

e) Value: ***This text improves reading skills by using self-paced exercises and high interest, adult-oriented material.***

II. FORMAT OF MATERIALS: ***Workbooks***

III. COMMENTS

READING FOR JOB AND PERSONAL USE is part of a series of well-written workbooks intended for Level II adults. The format consists of short lessons, check-ups, and activities designed to reinforce the stated goals and objectives. The adult learner can independently check his own work and track his progress on a Personal Progress Record included in the book.

The adult learner will appreciate the wide range of interesting and relevant topics. Job related material includes job hunting, reading want ads (complete with a list of common abbreviations), filling out job applications, W-4, and I-9 forms, and reading employee handbooks. Other topics covered include using a telephone directory, buying a car, reading sale ads, credit card ins and outs, telephone bills, and health and nutrition.

Teachers in workplace, intermediate, and GED classes, will find READING FOR JOB AND PERSONAL USE to be a valuable addition to the classroom. They particularly like the clear explanations of complex terms such as annual percentage rate (APR) and the quality of the information presented. For these reasons, this workbook is recommended.

Readability level __ II, Grade 8 (Fry)

CHECKLIST FOR EVALUATING INSTRUCTIONAL MATERIALS

(Strong - S Adequate - A Weak - W Non-applicable - N/A)

	S	A	W	N/A
GOALS AND OBJECTIVES				
1. Purpose and rationale fully explained	X			
2. Goals and objectives clearly identified	X			
3. Content directed to stated goals and objectives	X			
4. Procedures include ways to determine students' readiness	X			
5. Assessment of student achievement included	X			
VALIDITY				
6. Authors appear to be qualified	X			
7. Materials have been field-tested				X
8. Evaluation of materials used				X
CONTENT OF MATERIALS				
9. Concepts well developed and sequentially developed	X			
10. No confusing and/or conflicting concepts	X			
1. Skills sequenced, introduced and reviewed	X			
12. Major points clearly identified	X			
13. Audio-visual elements integrated				X
14. Reading level is appropriate for student in this program	X			
15. Materials can be worked with independently or with minimum help	X			
16. Content will stimulate and challenge students	X			
OBJECTIVITY				
17. Information is factual	X			
18. No racial, sexual, or religious biases	X			
19. Portrayal of racial, religious, and ethnic groups, builds understanding, appreciation, and acceptance		X		
COMPONENTS AND ORGANIZATION				
20. Materials not too large, bulky or complex	X			
21. Materials are relatively easy to use	X			
22. Special inservice training is required				X
23. Materials are well designed and packaged	X			
24. Materials are reasonably priced	X			
TEACHER MATERIALS				
25. Adequate teacher guides or manuals provided				X
26. Provision for teacher-student interaction		X		
27. Suggestions and instructions for meeting needs of students of varying levels are included			X	
28. Includes suggestions for related learning activities		X		
SUMMARY AND RECOMMENDATIONS				
29. Materials would make a significant addition to the classroom	X			
30. Materials do what they are intended to do	X			
31. I recommend the purchase of these materials	X			

MATERIAL EVALUATION

I. GENERAL INFORMATION

a) Name:	**READING FOR WORKPLACE SUCCESS**
b) Copyright Date:	**1991**
c) Price:	**$11.00**
d) Address:	**Paradigm Publishing International** **7500 Flying Cloud Drive** **Eden Prairie, MN 55344** **Telephone: (612) 546-8689**
e) Value:	**This material uses business-related reading matters, memos, letters and forms to improve reading skills.**

II. FORMAT OF MATERIALS: **Workbook**

III. COMMENTS

READING FOR WORKPLACE SUCCESS is a well-designed workbook for Level II adult learners. Its strengths are as follows:

1) Reading is defined as a purposeful activity. "What is my purpose for reading this material?" is the first question asked in each exercise.
2) A variety of reading material is used. Memos, policy guidelines, schedules, charts and graphs, to name a few.
3) Each lesson includes problem-solving practice to reinforce the lesson. Questions are all open-ended; an answer key is provided. Thus, independent learning is encouraged.
4) Reading strategies, such as identifying prefixes and suffixes, as well as using context clues, are clearly explained. This book would fit comfortably in a GED or business-related workplace curriculum.

Readability level __ II, Grade 7 (Fry)

CHECKLIST FOR EVALUATING INSTRUCTIONAL MATERIALS

(Strong - S Adequate - A Weak - W Non-applicable - N/A)

	S	A	W	N/A
GOALS AND OBJECTIVES				
1. Purpose and rationale fully explained	x			
2. Goals and objectives clearly identified	x			
3. Content directed to stated goals and objectives	x			
4. Procedures include ways to determine students' readiness			x	
5. Assessment of student achievement included				x
VALIDITY				
6. Authors appear to be qualified		x		
7. Materials have been field-tested				x
8. Evaluation of materials used				x
CONTENT OF MATERIALS				
9. Concepts well developed and sequentially developed	x			
10. No confusing and/or conflicting concepts	x			
11. Skills sequenced, introduced and reviewed	x			
12. Major points clearly identified	x			
13. Audio-visual elements integrated				x
14. Reading level is appropriate for student in this program	x			
15. Materials can be worked with independently or with minimum help	x			
16. Content will stimulate and challenge students		x		
OBJECTIVITY				
17. Information is factual	x			
18. No racial, sexual, or religious biases	x			
19. Portrayal of racial, religious, and ethnic groups, builds understanding, appreciation, and acceptance				x
COMPONENTS AND ORGANIZATION				
20. Materials not too large, bulky or complex	x			
21. Materials are relatively easy to use	x			
22. Special inservice training is required				x
23. Materials are well designed and packaged	x			
24. Materials are reasonably priced	x			
TEACHER MATERIALS				
25. Adequate teacher guides or manuals provided		x		
26. Provision for teacher-student interaction			x	
27. Suggestions and instructions for meeting needs of students of varying levels are included			x	
28. Includes suggestions for related learning activities			x	
SUMMARY AND RECOMMENDATIONS				
29. Materials would make a significant addition to the classroom	x			
30. Materials do what they are intended to do	x			
31. I recommend the purchase of these materials	x			

MATERIAL EVALUATION

I. GENERAL INFORMATION

a) Name:	*SPRINGBOARD FOR PASSING THE GED: INTERPRETING LITERATURE AND ARTS TEST*
b) Copyright Date:	*1994*
c) Price:	*$5.95*
d) Address:	*Glencoe Division, Macmillan/McGraw-Hill* *936 Eastwind Drive* *Westerville, OH 43081* *Telephone: (404) 717-7422*
e) Value:	*This book prepares the student to interpret questions on the GED Literature and Arts Test.*

II. FORMAT OF MATERIALS: *Book*

III. COMMENTS

Excellent information and suggestions about the GED Test are given in the beginning of this text. Lessons are sequentially developed and cover the content areas of the GED Test: Interpreting Literature and the Arts.

A Skills Survey is provided as a pretest. Each question is labeled as to its cognitive level; i.e., application, comprehension, analysis, or evaluation. Each lesson begins at a basic level introducing a specific reading skill. Opportunity to practice the skill is then given, followed by a warm-up exercise. The lesson progresses to GED test-taking tips followed by passages and questions at the GED level.

The text provides an excellent variety of reading skills and test-taking tips.

Readability level __ II, Grade 8 (Fry)

CHECKLIST FOR EVALUATING INSTRUCTIONAL MATERIALS

(Strong - S Adequate - *A* Weak - *W* Non-applicable - *N/A)*

	S	A	W	N/A
GOALS AND OBJECTIVES				
1. Purpose and rationale fully explained	X			
2. Goals and objectives clearly identified	X			
3. Content directed to stated goals and objectives	X			
4. Procedures include ways to determine students' readiness		X		
5. Assessment of student achievement included	X			
VALIDITY				
6. Authors appear to be qualified	X			
7. Materials have been field-tested				X
8. Evaluation of materials used				X
CONTENT OF MATERIALS				
9. Concepts well developed and sequentially developed	X			
10. No confusing and/or conflicting concepts		X		
1. Skills sequenced, introduced and reviewed	X			
12. Major points clearly identified	X			
13. Audio-visual elements integrated				X
14. Reading level is appropriate for student in this program	X			
15. Materials can be worked with independently or with minimum help		X		
16. Content will stimulate and challenge students		X		
OBJECTIVITY				
17. Information is factual	X			
18. No racial, sexual, or religious biases		X		
19. Portrayal of racial, religious, and ethnic groups, builds understanding, appreciation, and acceptance		X		
COMPONENTS AND ORGANIZATION				
20. Materials not too large, bulky or complex	X			
21. Materials are relatively easy to use		X		
22. Special inservice training is required				X
23. Materials are well designed and packaged		X		
24. Materials are reasonably priced	X			
TEACHER MATERIALS				
25. Adequate teacher guides or manuals provided				X
26. Provision for teacher-student interaction	X			
27. Suggestions and instructions for meeting needs of students of varying levels are included			X	
28. Includes suggestions for related learning activities			X	
SUMMARY AND RECOMMENDATIONS				
29. Materials would make a significant addition to the classroom		X		
30. Materials do what they are intended to do		X		
31. I recommend the purchase of these materials		X		

MATERIAL EVALUATION

I. GENERAL INFORMATION

a) Name:	STORIES OF AMERICA SERIES
b) Copyright Date:	1993
c) Price:	$3.30 per book
d) Address:	Steck-Vaughn P. O. Box 26015 Austin, TX 78755 Telephone: (800) 531-5015
e) Value:	These are great books for independent reading. The books focus on historical and biographical information about the many events in the U.S.A.

II. FORMAT OF MATERIALS: Book

III. COMMENTS

STORIES OF AMERICA SERIES, consisting of four books, tells about the history of the United States of America. Each book is about 55-70 pages long and is appropriate for adolescent to adult readers.

Alex Haley is the general editor for this series and writes each introduction. The books are ranged into thematic units such as, "Against All Odds," "Working Together," "Stand Up and Be Counted," and "Personal Challenges." Within each unit, there are books written about the many contributions made by the racial and ethnic groups in the U.S.A. Some of these books are biographical; others are written about a specific time period.

These books can be used independently or for classroom reading. They are also great for classroom libraries and interdisciplinary units. However, teachers will have to develop their own worksheets or comprehension questions in order to assess students' progress.

Readability level __ II, Grades 6 - 8 (Fry)

CHECKLIST FOR EVALUATING INSTRUCTIONAL MATERIALS
(Strong - S Adequate - A Weak - W Non-applicable - N/A)

	S	A	W	N/A
GOALS AND OBJECTIVES				
1. Purpose and rationale fully explained		x		
2. Goals and objectives clearly identified		x		
3. Content directed to stated goals and objectives		x		
4. Procedures include ways to determine students' readiness				x
5. Assessment of student achievement included				x
VALIDITY				
6. Authors appear to be qualified		x		
7. Materials have been field-tested				x
8. Evaluation of materials used				x
CONTENT OF MATERIALS				
9. Concepts well developed and sequentially developed	x			
10. No confusing and/or conflicting concepts	x			
11. Skills sequenced, introduced and reviewed				x
12. Major points clearly identified	x			
13. Audio-visual elements integrated				x
14. Reading level is appropriate for student in this program		x		
15. Materials can be worked with independently or with minimum help		x		
16. Content will stimulate and challenge students	x			
OBJECTIVITY				
17. Information is factual	x			
18. No racial, sexual, or religious biases		x		
19. Portrayal of racial, religious, and ethnic groups, builds understanding, appreciation, and acceptance		x		
COMPONENTS AND ORGANIZATION				
20. Materials not too large, bulky or complex		x		
21. Materials are relatively easy to use		x		
22. Special inservice training is required				x
23. Materials are well designed and packaged		x		
24. Materials are reasonably priced		x		
TEACHER MATERIALS				
25. Adequate teacher guides or manuals provided				x
26. Provision for teacher-student interaction		x		
27. Suggestions and instructions for meeting needs of students of varying levels are included				x
28. Includes suggestions for related learning activities				x
SUMMARY AND RECOMMENDATIONS				
29. Materials would make a significant addition to the classroom		x		
30. Materials do what they are intended to do		x		
31. I recommend the purchase of these materials		x		

MATERIAL EVALUATION

I. GENERAL INFORMATION

a) Name:	*TAPESTRY: GLOBAL VIEWS -- READING ABOUT WORLD ISSUES*
b) Copyright Date:	*1993*
c) Price:	*$21.75*
d) Address:	*Heinle & Heinle Publishers Wadsworth Book Distribution Center 7625 Empire Drive, Florence, KY 41042 Telephone: (800) 354-9706 (606) 525-2230*
e) Value:	*This book is designed to present strategies to ESL students that will assist them in becoming better readers: however, the material is also useful for Social Studies.*

II. FORMAT OF MATERIALS:

Worktext

III. COMMENTS

Although the TAPESTRY books are primarily designed for ESL students, native speakers of English will find the reading selections and activities enjoyable as well. TAPESTRY GLOBAL VIEWS – READING ABOUT WORLD ISSUES, is part of a total program. The program is designed especially for ESL students reading at six levels. The levels start at beginners and go through what the authors call "bridge," which prepares ESL students to enter regular postsecondary programs, along with native English speakers.

The Tapestry Program provides a unified theoretical and pedagogical foundation for all component books. They can be used in a coordinated fashion as an entire curriculum of materials or certain volumes can be used based on specific needs. Each of the ten (10) chapters includes prereading activities, as well as postreading activities. The prereading activities allow the reader to rank specific goals, as well as provide questions that encourage reading with a purpose. The postreading activities develop skills in analysis, vocabulary and life applications. Some selections are timed. Throughout the text, there are great pictures and lots of mini facts. Each chapter also includes a self evaluation.

This book was found to be useful with multicultural issues. Also, higher functioning native English speakers enjoyed the book as well. The print is rather small, but it is a good supplementary classroom text for a group process versus individual activity.

The authors have suggested that any teacher or professional who is going to use the Tapestry program read the book entitled, THE TAPESTRY OF LANGUAGE LEARNING: THE INDIVIDUAL IN THE COMMUNICATIVE CLASSROOM by Scarcella and Oxford.
Readability level __ III, Grade 10 (Fry)

CHECKLIST FOR EVALUATING INSTRUCTIONAL MATERIALS

(Strong - S Adequate - A Weak - W Non-applicable - N/A)

	S	A	W	N/A
GOALS AND OBJECTIVES				
1. Purpose and rationale fully explained	x			
2. Goals and objectives clearly identified	x			
3. Content directed to stated goals and objectives	x			
4. Procedures include ways to determine students' readiness				x
5. Assessment of student achievement included				x
VALIDITY				
6. Authors appear to be qualified	x			
7. Materials have been field-tested		x		
8. Evaluation of materials used				x
CONTENT OF MATERIALS				
9. Concepts well developed and sequentially developed	x			
10. No confusing and/or conflicting concepts		x		
11. Skills sequenced, introduced and reviewed		x		
12. Major points clearly identified		x		
13. Audio-visual elements integrated				x
14. Reading level is appropriate for student in this program		x		
15. Materials can be worked with independently or with minimum help				x
16. Content will stimulate and challenge students	x			
OBJECTIVITY				
17. Information is factual		x		
18. No racial, sexual, or religious biases		x		
19. Portrayal of racial, religious, and ethnic groups, builds understanding, appreciation, and acceptance	x			
COMPONENTS AND ORGANIZATION				
20. Materials not too large, bulky or complex		x		
21. Materials are relatively easy to use		x		
22. Special inservice training is required				x
23. Materials are well designed and packaged	x			
24. Materials are reasonably priced		x		
TEACHER MATERIALS				
25. Adequate teacher guides or manuals provided				x
26. Provision for teacher-student interaction		x		
27. Suggestions and instructions for meeting needs of students of varying levels are included		x		
28. Includes suggestions for related learning activities		x		
SUMMARY AND RECOMMENDATIONS				
29. Materials would make a significant addition to the classroom	x			
30. Materials do what they are intended to do	x			
31. I recommend the purchase of these materials		x		

(Price might be high for those organizations on limited budgets)

MATERIAL EVALUATION

I. GENERAL INFORMATION

a) Name: *THE DOOR IS OPEN*

b) Copyright Date: *1988*

c) Price: *$4.90*

d) Address:

David S. Lake Publishers
19 Davis Drive
Belmont, CA 94002
Telephone: (415) 592-7810

e) Value: *This novel helps to build basic reading comprehension skills.*

II. FORMAT OF MATERIALS: *Book*

III. COMMENTS

This paperback is divided into twelve (12) chapters. There are questions at the end of each chapter that give the student an opportunity to form opinions about what was read.

The story line involves a female adult going back to school and what effect it has on her life and her husband's life. The adult student will find this novel interesting.

This would make an excellent reading supplement.

Readability level __ I, Grade 3 (Fry)

CHECKLIST FOR EVALUATING INSTRUCTIONAL MATERIALS

*(Strong - **S** Adequate - **A** Weak - **W** Non-applicable - **N/A**)*

	S	*A*	*W*	*N/A*
GOALS AND OBJECTIVES				
1. Purpose and rationale fully explained				X
2. Goals and objectives clearly identified				X
3. Content directed to stated goals and objectives				X
4. Procedures include ways to determine students' readiness				X
5. Assessment of student achievement included				X
VALIDITY				
6. Authors appear to be qualified		X		
7. Materials have been field-tested				X
8. Evaluation of materials used				X
CONTENT OF MATERIALS				
9. Concepts well developed and sequentially developed		X		
10. No confusing and/or conflicting concepts		X		
11. Skills sequenced, introduced and reviewed				X
12. Major points clearly identified				X
13. Audio-visual elements integrated				X
14. Reading level is appropriate for student in this program		X		
15. Materials can be worked with independently or with minimum help		X		
16. Content will stimulate and challenge students		X		
OBJECTIVITY				
17. Information is factual		X		
18. No racial, sexual, or religious biases		X		
19. Portrayal of racial, religious, and ethnic groups, builds understanding, appreciation, and acceptance		X		
COMPONENTS AND ORGANIZATION				
20. Materials not too large, bulky or complex	X			
21. Materials are relatively easy to use	X			
22. Special inservice training is required				X
23. Materials are well designed and packaged		X		
24. Materials are reasonably priced		X		
TEACHER MATERIALS				
25. Adequate teacher guides or manuals provided				X
26. Provision for teacher-student interaction	X			
27. Suggestions and instructions for meeting needs of students of varying levels are included				X
28. Includes suggestions for related learning activities				X
SUMMARY AND RECOMMENDATIONS				
29. Materials would make a significant addition to the classroom	X			
30. Materials do what they are intended to do		X		
31. I recommend the purchase of these materials		X		

MATERIAL EVALUATION

I. GENERAL INFORMATION

a) Name:	WORDS ON THE PAGE: THE WORLD IN YOUR HANDS SERIES
b) Copyright Date:	1990
c) Price:	Book 1 - $9.00 Book 2 - $6.95 Book 3 - $6.00
d) Address:	Harper & Row, Publishers 10 East 53rd Street New York, NY 10022
e) Value:	This series is a goldmine for adult learners who have the desire to read poetry and prose.

II. FORMAT OF MATERIALS: Series of Books

III. COMMENTS

WORDS ON THE PAGE: THE WORLD IN YOUR HANDS is a series of three books containing poetry and prose. Contemporary writers wrote, selected and adapted the works for adults in literacy programs and for others desiring to expand their literary horizons. As the editors state in the introduction, the books reflect "the literary community reaching out to the literacy community" through works "that challenge, enlighten, and delight."

Advancing from Book 1 to Book 3, the series contains an inviting mix of works by writers such as Robert Francis, Nikki Giovanni, Alice Walker, Peter Meinke, and Dennis Brutus. Book 3 includes selections from the bible, such as "To Every Thing There Is A Season" (Ecclesiastes, 3:1-8,11), and, "The Temptation of Jesus" (Matthew 4).

Readers would be better informed had the editors had provided a brief biographical listing of the authors. Alternatively, to have provided dates of the authors' life spans would have satisfied, to a lesser extent, the need to know more about them. Though the suggested reading levels are level II, Grade 6 for Books 1 and 2, and Level II, Grade 7 for Book 3, it might be more appropriate to use the series with learners in more advanced classes.

The books, are well written and highly recommended. Complimentary teachers' manuals may be obtained by writing to Harper & Row.

Readability level __ II, Grade 6 (Fry) Book 1
__ II, Grade 6 (Fry) Book 2
__ II, Grade 7 (Fry) Book 3

CHECKLIST FOR EVALUATING INSTRUCTIONAL MATERIALS

(Strong - *S* Adequate - *A* Weak - *W* Non-applicable - *N/A*)

	S	A	W	N/A
GOALS AND OBJECTIVES				
1. Purpose and rationale fully explained	x			
2. Goals and objectives clearly identified	x			
3. Content directed to stated goals and objectives	x			
4. Procedures include ways to determine students' readiness				x
5. Assessment of student achievement included				x
VALIDITY				
6. Authors appear to be qualified	x			
7. Materials have been field-tested				x
8. Evaluation of materials used	x			
CONTENT OF MATERIALS				
9. Concepts well developed and sequentially developed				x
10. No confusing and/or conflicting concepts				x
11. Skills sequenced, introduced and reviewed				x
12. Major points clearly identified				x
13. Audio-visual elements integrated				x
14. Reading level is appropriate for student in this program			x	
15. Materials can be worked with independently or with minimum help		x		
16. Content will stimulate and challenge students	x			
OBJECTIVITY				
17. Information is factual				x
18. No racial, sexual, or religious biases	x			
19. Portrayal of racial, religious, and ethnic groups, builds understanding, appreciation, and acceptance		x		
COMPONENTS AND ORGANIZATION				
20. Materials not too large, bulky or complex	x			
21. Materials are relatively easy to use		x		
22. Special inservice training is required				x
23. Materials are well designed and packaged	x			
24. Materials are reasonably priced	x			
TEACHER MATERIALS				
25. Adequate teacher guides or manuals provided		x		
26. Provision for teacher-student interaction		x		
27. Suggestions and instructions for meeting needs of students of varying levels are included				x
28. Includes suggestions for related learning activities				x
SUMMARY AND RECOMMENDATIONS				
29. Materials would make a significant addition to the classroom	x			
30. Materials do what they are intended to do	x			
31. I recommend the purchase of these materials	x			

MATERIAL EVALUATION

I. GENERAL INFORMATION

a) Name: WRITERS' VOICES

b) Copyright Date: 1989

c) Price: $3.50 each

d) Address:
Literacy Volunteers of New York City
121 Avenue of the Americas
New York, NY 10013

e) Value: These supplemental texts add interest and variety to the adult learner's reading list.

II. FORMAT OF MATERIALS: Series of Books

III. COMMENTS

WRITER'S VOICES is a series of sixteen books containing selections from a writer's work. Each book has a chapter about the author; some include information about the characters and plot; some have maps showing the locality of places mentioned in the selection; some have glossaries. All have a section at the beginning offering suggestions to the reader to improve cooprehension. All end with a chapter entitled, "Questions For the Reader."

This series would be beneficial for readers who are ready to explore literature beyond textbook material, but who are not yet ready for full-length novels. Having a set of these books in the classroom would surely promote independent reading.
Included in WRITERS' VOICES are:

Jaws
Giant Steps
The Joy Luck Club
Kaffir Boy
The Godfather
One More Time
China Men
The Women Warrior

The series provides adult learners with inexpensive reading enrichment materials.

Readability level __ II, Grades 7 - 8 (Fry)

CHECKLIST FOR EVALUATING INSTRUCTIONAL MATERIALS

(*Strong* - ***S*** Adequate - ***A*** Weak - ***W*** Non-applicable - ***N/A***)

	S	A	W	N/A
GOALS AND OBJECTIVES				
1. Purpose and rationale fully explained		X		
2. Goals and objectives clearly identified			X	
3. Content directed to stated goals and objectives		X		
4. Procedures include ways to determine students' readiness				X
5. Assessment of student achievement included				X
VALIDITY				
6. Authors appear to be qualified	X			
7. Materials have been field-tested				X
8. Evaluation of materials used				X
CONTENT OF MATERIALS				
9. Concepts well developed and sequentially developed		X		
10. No confusing and/or conflicting concepts		X		
11. Skills sequenced, introduced and reviewed				X
12. Major points clearly identified		X		
13. Audio-visual elements integrated		X		
14. Reading level is appropriate for student in this program		X		
15. Materials can be worked with independently or with minimum help		X		
16. Content will stimulate and challenge students	X			
OBJECTIVITY				
17. Information is factual	X			
18. No racial, sexual, or religious biases	X			
19. Portrayal of racial, religious, and ethnic groups, builds understanding, appreciation, and acceptance	X			
COMPONENTS AND ORGANIZATION				
20. Materials not too large, bulky or complex	X			
21. Materials are relatively easy to use	X			
22. Special inservice training is required		X		
23. Materials are well designed and packaged	X			
24. Materials are reasonably priced	X			
TEACHER MATERIALS				
25. Adequate teacher guides or manuals provided				X
26. Provision for teacher-student interaction		X		
27. Suggestions and instructions for meeting needs of students of varying levels are included			X	
28. Includes suggestions for related learning activities		X		
SUMMARY AND RECOMMENDATIONS				
29. Materials would make a significant addition to the classroom		X		
30. Materials do what they are intended to do		X		
31. I recommend the purchase of these materials		X		

MATERIAL EVALUATION

I. GENERAL INFORMATION

a) Name:	*WRITERS' VOICES SERIES*
b) Copyright Date:	*Varies (Supplementary Materials - 1992)*
c) Price:	*$3.50*
d) Address:	*Literacy Volunteers of New York City* *121 Avenue of the Americas* *New York, NY 10013*
e) Value:	*This series of readers offers excerpts from contemporary literature.*

II. FORMAT OF MATERIALS: *Book (Series)*

III. COMMENTS

WRITERS' VOICES offers small paperback excerpts from contemporary literature. Each book begins with a "Note to the Reader" telling a little background of the book, and offering tips to help the reader get more out of the book (before, during, and after reading). A brief introductory section sets the stage for the excerpt, sometimes including a cast of characters, a glossary, or a map.

Following the excerpt are sections which help the reader think about the story and writing and provide additional activities to further engage the reader. Biographies of the authors or subjects of the book may be included, as may a chronology of events, photographs, and discussions of the type of literature presented; essay, poetry, story, or drama. Each book is about 60 pages long and is filled with information.

Students with whom the books were field-tested had only one complaint -- they wanted more! The books serve the purpose of piquing the interest of readers and making them want to read the book in its entirety.

The sixteen (16) books included selections from Lonesome Dove, It Was on Fire When I Lay Down on It, 20th-Century American Poetry, In the Shadow of Man, Rashad, My Family: The Jacksons, The Best of Dear Abby, Borrowed Time: An AIDS Memoir, Carrie, Dazzle, Elvis and Me, The Temple of My Familiar, Windmills of the Gods, The Women of Brewster Place, The Mambo Kings Play Songs of Love, and Contemporary American Plays.

Readability level __ II, Grades 7 - 8 (Fry)

CHECKLIST FOR EVALUATING INSTRUCTIONAL MATERIALS

(Strong - S Adequate - A Weak - W Non-applicable - N/A)

	S	A	W	N/A
GOALS AND OBJECTIVES				
1. Purpose and rationale fully explained	x			
2. Goals and objectives clearly identified	x			
3. Content directed to stated goals and objectives	x			
4. Procedures include ways to determine students' readiness				x
5. Assessment of student achievement included	x			
VALIDITY				
6. Authors appear to be qualified	x			
7. Materials have been field-tested				x
8. Evaluation of materials used				x
CONTENT OF MATERIALS				
9. Concepts well developed and sequentially developed				x
10. No confusing and/or conflicting concepts				x
11. Skills sequenced, introduced and reviewed				x
12. Major points clearly identified	x			
13. Audio-visual elements integrated	x			
14. Reading level is appropriate for student in this program	x			
15. Materials can be worked with independently or with minimum help	x			
16. Content will stimulate and challenge students	x			
OBJECTIVITY				
17. Information is factual	x			
18. No racial, sexual, or religious biases	x			
19. Portrayal of racial, religious, and ethnic groups, builds understanding, appreciation, and acceptance	x			
COMPONENTS AND ORGANIZATION				
20. Materials not too large, bulky or complex	x			
21. Materials are relatively easy to use	x			
22. Special inservice training is required				x
23. Materials are well designed and packaged	x			
24. Materials are reasonably priced		x		
TEACHER MATERIALS				
25. Adequate teacher guides or manuals provided				x
26. Provision for teacher-student interaction	x			
27. Suggestions and instructions for meeting needs of students of varying levels are included	x			
28. Includes suggestions for related learning activities	x			
SUMMARY AND RECOMMENDATIONS				
29. Materials would make a significant addition to the classroom	x			
30. Materials do what they are intended to do	x			
31. I recommend the purchase of these materials	x			

MATERIAL EVALUATION

I. GENERAL INFORMATION

a) Name: **WRITERS' VOICES SERIES**

b) Copyright Date: *1993*

c) Price: *$3.50 for each book*

d) Address:
Literacy Volunteers of New York City,
121 Avenue of the Americas
New York, NY 10013

e) Value: *The WRITERS' VOICES is of value to adult learners who want to read contemporary works, both autobiographical and fictional, and who want to learn about authors and related historical events.*

II. FORMAT OF MATERIALS: *Book (Series of 16)*

III. COMMENTS

The series WRITERS' VOICES consists of selections (some autobiographical, some fictional) from the works of various writers. The books, averaging 50-65 pages each, contain excerpts of writers' works and in the cases of autobiographical works, also biographical sketches of the writers.

Common features in all the books include an introductory "Note to the Reader." Advice on how to read the book is also given, offering suggestions for before reading: "Think about why you want to read this with the rhythm of the language;" and after reading: "Ask yourself if the story has given you any new information." At the end of the readings there are questions for the reader which focus on the story, the writing, and which offer activities to enhance understanding.

In addition to these common features some to the books have distinctive features such as glossaries. Bless Me, Ultima, for example, by Chicano Rudolfo A. Anaya, contains a Spanish-English glossary. The glossary in Mario Puzo's The Godfather contains mainly Italian and Mafia related terms. Giant Steps, the autobiography of Kareem Abdul-Jabbar, contains a timeline of the athlete's life and a listing of highlights of his professional basketball career. Kaffir Boy by South African Mark Mathabane, not only contains a glossary but a write-up on apartheid, and maps which help to illustrate his story. Tom Wolfe's The Right Stuff, about astronaut John Glenn, includes a chronology on space travel.

The editors do a commendable job of developing a focus for readers by highlighting points of interest. The books are recommended for intermediate and advanced level readers.

Readability level __ II, Grades 7 - 8 (Fry)

CHECKLIST FOR EVALUATING INSTRUCTIONAL MATERIALS

(Strong - S   Adequate - A   Weak - W   Non-applicable - N/A)

	S	A	W	N/A
GOALS AND OBJECTIVES				
1. Purpose and rationale fully explained		x		
2. Goals and objectives clearly identified				x
3. Content directed to stated goals and objectives				x
4. Procedures include ways to determine students' readiness				x
5. Assessment of student achievement included		x		
VALIDITY				
6. Authors appear to be qualified	x			
7. Materials have been field-tested				x
8. Evaluation of materials used	x			
CONTENT OF MATERIALS				
9. Concepts well developed and sequentially developed				x
10. No confusing and/or conflicting concepts				x
11. Skills sequenced, introduced and reviewed				x
12. Major points clearly identified				x
13. Audio-visual elements integrated				x
14. Reading level is appropriate for student in this program		x		
15. Materials can be worked with independently or with minimum help	x			
16. Content will stimulate and challenge students	x			
OBJECTIVITY				
17. Information is factual				x
18. No racial, sexual, or religious biases		x		
19. Portrayal of racial, religious, and ethnic groups, builds understanding, appreciation, and acceptance		x		
COMPONENTS AND ORGANIZATION				
20. Materials not too large, bulky or complex	x			
21. Materials are relatively easy to use	x			
22. Special inservice training is required				x
23. Materials are well designed and packaged	x			
24. Materials are reasonably priced		x		
TEACHER MATERIALS				
25. Adequate teacher guides or manuals provided				x
26. Provision for teacher-student interaction		x		
27. Suggestions and instructions for meeting needs of students of varying levels are included				x
28. Includes suggestions for related learning activities		x		
SUMMARY AND RECOMMENDATIONS				
29. Materials would make a significant addition to the classroom	x			
30. Materials do what they are intended to do	x			
31. I recommend the purchase of these materials	x			

MATERIAL EVALUATION

I. GENERAL INFORMATION

a) Name: *YOUR DAILY PAPER*

b) Copyright Date: *1977*

c) Price: *$6.25*

d) Address:
New Readers Press
Laubach Literacy International
Box 131
Syracuse, NY 13210

e) Value: *This material uses the daily newspaper as an appropriate text for adult learners.*

II. FORMAT OF MATERIALS: *Workbook*

III. COMMENTS

The concept of this workbook is sound; it focuses on practical ideas for using the daily newspaper in the adult education classroom.

A major drawback of YOUR DAILY PAPER is that the print used on the sample pages of newspaper (i.e., pages 6, 8, 22, 26, 28, 30, 42, 44, 46, 48 and 54) is so small that students have to use a magnifying glass. For this reason, the book is not recommended unless the above-mentioned pages could be enlarged on a photo-copier. Additionally, the material is dated.

Readability level __ II, Grade 7 (Fry)

CHECKLIST FOR EVALUATING INSTRUCTIONAL MATERIALS
(Strong - **S** Adequate - **A** Weak - **W** Non-applicable - **N/A**)

	S	A	W	N/A
GOALS AND OBJECTIVES				
1. Purpose and rationale fully explained			X	
2. Goals and objectives clearly identified			X	
3. Content directed to stated goals and objectives			X	
4. Procedures include ways to determine students' readiness		X		
5. Assessment of student achievement included		X		
VALIDITY				
6. Authors appear to be qualified		X		
7. Materials have been field-tested				X
8. Evaluation of materials used				X
CONTENT OF MATERIALS				
9. Concepts well developed and sequentially developed		X		
10. No confusing and/or conflicting concepts	X			
11. Skills sequenced, introduced and reviewed	X			
12. Major points clearly identified	X			
13. Audio-visual elements integrated				X
14. Reading level is appropriate for student in this program		X		
15. Materials can be worked with independently or with minimum help			X	
16. Content will stimulate and challenge students		X		
OBJECTIVITY				
17. Information is factual	X			
18. No racial, sexual, or religious biases	X			
19. Portrayal of racial, religious, and ethnic groups, builds understanding, appreciation, and acceptance				X
COMPONENTS AND ORGANIZATION				
20. Materials not too large, bulky or complex	X			
21. Materials are relatively easy to use			X	
22. Special inservice training is required				X
23. Materials are well designed and packaged			X	
24. Materials are reasonably priced		X		
TEACHER MATERIALS				
25. Adequate teacher guides or manuals provided				X
26. Provision for teacher-student interaction		X		
27. Suggestions and instructions for meeting needs of students of varying levels are included		X		
28. Includes suggestions for related learning activities				X
SUMMARY AND RECOMMENDATIONS				
29. Materials would make a significant addition to the classroom		X		
30. Materials do what they are intended to do		X		
31. I recommend the purchase of these materials			X	

SCIENCE/HEALTH AND NUTRITION

MATERIAL EVALUATION

I. GENERAL INFORMATION

a) Name:	*FOOD & NUTRITION*
b) Copyright Date:	*1988*
c) Price:	*$7.45*
d) Address:	*Educational Design, Inc.* *47 West 13 Street* *New York, NY 10011* *Telephone: (800) 221-9372*
e) Value:	*FOOD & NUTRITION is a practical guide to understanding nutrition, selecting foods, planning menus and food shopping.*

II. FORMAT OF MATERIALS: *Workbook*

III. COMMENTS

For the adult learner with little experience when it comes to nutrition, planning menus and shopping for food, FOOD & NUTRITION is a very helpful resource. Divided into three main sections -- nutrition, best food buys and food planning -- the book advises readers on how to select foods needed for good health and guides readers in terms of budgeting for meal planning.

Every section of the book concerns a topic relevant to daily living. Practical problems are posed which challenge the readers' critical thinking, logic and mathematical skills. A section on food spoilage, for example, helps the reader understand why it would be cheaper, when buying for only one meal for one's self, to buy string beans, at $0.65/lb. rather than cabbage at $0.20/lb. Though the string beans are costlier they are the better buy. Cabbage might spoil unless eaten every day for a period of time; only the required amount of string beans, on the other hand, would have to be purchased.

It would have been better, however, to ensure that all questions had definite answers to eliminate any doubt or confusion in readers' minds. For three of the answers to questions on spoilage, for example, there was the notation: "Of course, for you they may not be better buys. You may not like minute steak, corn, and pears..." Several such qualifiers appear in answers throughout the book. For learners a "cut and dry" response would be preferable.

Despite a few minor demerits, the book is recommended for adult learners.

Readability level __ II, Grade 8 (Fry)

CHECKLIST FOR EVALUATING INSTRUCTIONAL MATERIALS

*(Strong - **S** Adequate - **A** Weak - **W** Non-applicable - **N/A**)*

	S	A	W	N/A
GOALS AND OBJECTIVES				
1. Purpose and rationale fully explained			X	
2. Goals and objectives clearly identified				X
3. Content directed to stated goals and objectives				X
4. Procedures include ways to determine students' readiness				X
5. Assessment of student achievement included		X		
VALIDITY				
6. Authors appear to be qualified		X		
7. Materials have been field-tested				X
8. Evaluation of materials used		X		
CONTENT OF MATERIALS				
9. Concepts well developed and sequentially developed		X		
10. No confusing and/or conflicting concepts			X	
11. Skills sequenced, introduced and reviewed		X		
12. Major points clearly identified		X		
13. Audio-visual elements integrated				X
14. Reading level is appropriate for student in this program	X			
15. Materials can be worked with independently or with minimum help	X			
16. Content will stimulate and challenge students	X			
OBJECTIVITY				
17. Information is factual		X		
18. No racial, sexual, or religious biases	X			
19. Portrayal of racial, religious, and ethnic groups, builds understanding, appreciation, and acceptance				X
COMPONENTS AND ORGANIZATION				
20. Materials not too large, bulky or complex	X			
21. Materials are relatively easy to use	X			
22. Special inservice training is required				X
23. Materials are well designed and packaged		X		
24. Materials are reasonably priced	X			
TEACHER MATERIALS				
25. Adequate teacher guides or manuals provided			X	
26. Provision for teacher-student interaction	X			
27. Suggestions and instructions for meeting needs of students of varying levels are included		X		
28. Includes suggestions for related learning activities		X		
SUMMARY AND RECOMMENDATIONS				
29. Materials would make a significant addition to the classroom		X		
30. Materials do what they are intended to do		X		
31. I recommend the purchase of these materials		X		

MATERIAL EVALUATION

I. GENERAL INFORMATION

a) Name:	FOUNDATIONS SCIENCE
b) Copyright Date:	1993
c) Price:	$9.27
d) Address:	Contemporary Books, Inc. 180 North Michigan Avenue Chicago, IL 60601 Telephone: (800) 621-1918
e) Value:	This text is useful in increasing knowledge in science and enhancing reading skills.

II. FORMAT OF MATERIALS: Book

III. COMMENTS

The science areas covered in this book are human biology, plant biology, physics, chemistry, and earth science. Incorporated in each area are reading skills. These skills include finding details, summarizing, reading diagrams, restating facts, comparison and contrast, classifying facts and opinions, making a hypothesis and applying knowledge.

The text written for Level II adult learners is clear and sequential in presentation. The questions that follow are well written and concise. The charts and diagrams are adequate.

A posttest is provided at the end of the book. A posttest evaluation chart shows strengths and weaknesses.

Readability level __ II, Grade 6 (Fry)

CHECKLIST FOR EVALUATING INSTRUCTIONAL MATERIALS

Strong - S Adequate - **A** **Weak - W** Non-applicable - **N/A**)

	S	A	W	N/A
GOALS AND OBJECTIVES				
1. Purpose and rationale fully explained	x			
2. Goals and objectives clearly identified	x			
3. Content directed to stated goals and objectives	x			
4. Procedures include ways to determine students' readiness			x	
5. Assessment of student achievement included	x			
VALIDITY				
6. Authors appear to be qualified		x		
7. Materials have been field-tested				x
8. Evaluation of materials used				x
CONTENT OF MATERIALS				
9. Concepts well developed and sequentially developed		x		
10. No confusing and/or conflicting concepts		x		
11. Skills sequenced, introduced and reviewed		x		
12. Major points clearly identified		x		
13. Audio-visual elements integrated				x
14. Reading level is appropriate for student in this program		x		
15. Materials can be worked with independently or with minimum help		x		
16. Content will stimulate and challenge students		x		
OBJECTIVITY				
17. Information is factual		x		
18. No racial, sexual, or religious biases		x		
19. Portrayal of racial, religious, and ethnic groups, builds understanding, appreciation, and acceptance		x		
COMPONENTS AND ORGANIZATION				
20. Materials not too large, bulky or complex		x		
21. Materials are relatively easy to use		x		
22. Special inservice training is required				x
23. Materials are well designed and packaged		x		
24. Materials are reasonably priced		x		
TEACHER MATERIALS				
25. Adequate teacher guides or manuals provided				x
26. Provision for teacher-student interaction			x	
27. Suggestions and instructions for meeting needs of students of varying levels are included			x	
28. Includes suggestions for related learning activities			x	
SUMMARY AND RECOMMENDATIONS				
29. Materials would make a significant addition to the classroom		x		
30. Materials do what they are intended to do		x		
31. I recommend the purchase of these materials		x		

CHECKLIST FOR EVALUATING INSTRUCTIONAL MATERIALS

(*Strong - S* Adequate - ***A*** Weak - ***W*** Non-applicable - ***N/A***)

	S	A	W	N/A
GOALS AND OBJECTIVES				
1. Purpose and rationale fully explained	X			
2. Goals and objectives clearly identified	X			
3. Content directed to stated goals and objectives	X			
4. Procedures include ways to determine students' readiness	X			
5. Assessment of student achievement included	X			
VALIDITY				
6. Authors appear to be qualified	X			
7. Materials have been field-tested				X
8. Evaluation of materials used				X
CONTENT OF MATERIALS				
9. Concepts well developed and sequentially developed		X		
10. No confusing and/or conflicting concepts		X		
11. Skills sequenced, introduced and reviewed	X			
12. Major points clearly identified		X		
13. Audio-visual elements integrated	X			
14. Reading level is appropriate for student in this program	X			
15. Materials can be worked with independently or with minimum help		X		
16. Content will stimulate and challenge students		X		
OBJECTIVITY				
17. Information is factual	X			
18. No racial, sexual, or religious biases		X		
19. Portrayal of racial, religious, and ethnic groups, builds understanding, appreciation, and acceptance		X		
COMPONENTS AND ORGANIZATION				
20. Materials not too large, bulky or complex	X			
21. Materials are relatively easy to use		X		
22. Special inservice training is required				X
23. Materials are well designed and packaged		X		
24. Materials are reasonably priced	X			
TEACHER MATERIALS				
25. Adequate teacher guides or manuals provided				X
26. Provision for teacher-student interaction	X			
27. Suggestions and instructions for meeting needs of students of varying levels are included			X	
28. Includes suggestions for related learning activities			X	
SUMMARY AND RECOMMENDATIONS				
29. Materials would make a significant addition to the classroom		X		
30. Materials do what they are intended to do		X		
31. I recommend the purchase of these materials		X		

MATERIAL EVALUATION

I. GENERAL INFORMATION

a) Name:	SPRINGBOARD FOR PASSING THE GED SCIENCE TEST
b) Copyright Date:	1994
c) Price:	$6.95
d) Address:	Glencoe Division, Macmillan/McGraw-Hill 936 Eastwind Drive Westerville, OH 43081 Telephone: (404) 717-7422
e) Value:	This book helps students prepare for the GED Science Test.

II. FORMAT OF MATERIALS: Book

III. COMMENTS

An excellent introduction examines the GED Science Test and the content and use of the text. A Skills Survey is provided which can be used as a pretest. Two posttests are used to evaluate progress. Each lesson begins at a basic level by introducing a particular science topic and vocabulary. A "Warm Up" exercise follows, which asks the student to restate the content of the material that was just read.

The second part introduces a thinking or reading skill. The student applies the skill in a section called "Try It Yourself." Each skill is presented again in future lessons. The text provides an excellent variety of graphics.

Readability level __ III, Grade 10 (Fry)

MATERIAL EVALUATION

I. GENERAL INFORMATION

a) Name:	STAYING HEALTHY
b) Copyright Date:	1985
c) Price:	$13.95
d) Address:	Pitman Learning, Inc. 19 Davis Drive Belmont, CA 94002 Telephone: (212) 277-3017
e) Value:	STAYING HEALTHY is of value to adult learners who desire to maintain or improve their health, both physical and emotional.

II. FORMAT OF MATERIALS: Workbook

III. COMMENTS

STAYING HEALTHY provides an easy-to-read resource on a topical issue, but which many Americans tend to ignore. For the adult learner, STAYING HEALTHY can become a valuable companion to maintaining or improving one's good health. It offers advice not only on physical health but emotional health as well.

The book draws readers into the content with lively, credible stories about additional individuals and their health concerns. It keeps readers interested as it sometimes uses the second person; i.e., "How healthy do you think you are?" and other times uses the first person plural; i.e., "Learning to care for ourselves can be the first step to good health."

The material is well organized into eight chapters, among them "Eating Right," "Exercise," "Worries and Problems," and "Bad Habits." Every chapter highlights vocabulary words and includes exercises to test understanding. Answers are at the back of the book. Charts describing the number of calories in foods, along with the use of bold and italics typestyles, effectively break up copy and enhance readability.

STAYING HEALTHY is highly recommended for intermediate and advanced adult learners.

Readability level __ II, Grade 8 (Fry)

CHECKLIST FOR EVALUATING INSTRUCTIONAL MATERIALS

*(Strong - S Adequate - **A** Weak - **W** Non-applicable - N/A)*

	S	A	W	N/A
GOALS AND OBJECTIVES				
1. Purpose and rationale fully explained		x		
2. Goals and objectives clearly identified				x
3. Content directed to stated goals and objectives				x
4. Procedures include ways to determine students' readiness				x
5. Assessment of student achievement included		x		
VALIDITY				
6. Authors appear to be qualified	x			
7. Materials have been field-tested				x
8. Evaluation of materials used	x			
CONTENT OF MATERIALS				
9. Concepts well developed and sequentially developed	x			
10. No confusing and/or conflicting concepts	x			
11. Skills sequenced, introduced and reviewed				x
12. Major points clearly identified		x		
13. Audio-visual elements integrated				x
14. Reading level is appropriate for student in this program		x		
15. Materials can be worked with independently or with minimum help	x			
16. Content will stimulate and challenge students		x		
OBJECTIVITY				
17. Information is factual	x			
18. No racial, sexual, or religious biases	x			
19. Portrayal of racial, religious, and ethnic groups, builds understanding, appreciation, and acceptance				x
COMPONENTS AND ORGANIZATION				
20. Materials not too large, bulky or complex	x			
21. Materials are relatively easy to use	x			
22. Special inservice training is required				x
23. Materials are well designed and packaged	x			
24. Materials are reasonably priced		x		
TEACHER MATERIALS				
25. Adequate teacher guides or manuals provided				x
26. Provision for teacher-student interaction		x		
27. Suggestions and instructions for meeting needs of students of varying levels are included			x	
28. Includes suggestions for related learning activities				x
SUMMARY AND RECOMMENDATIONS				
29. Materials would make a significant addition to the classroom	x			
30. Materials do what they are intended to do	x			
31. I recommend the purchase of these materials	x			

MATERIAL EVALUATION

I. GENERAL INFORMATION

a) Name:	***WHAT YOU MUST KNOW ABOUT AIDS***
b) Copyright Date:	***1990***
c) Price:	***$6.45***
d) Address:	***Prentice-Hall Regents*** ***113 Sylvan Avenue*** ***Englewood Cliffs, NJ 07632*** ***Telephone: (201) 592-3011***
e) Value:	***The text provides valuable topical information and serves as a catalyst for classroom discussion.***

II. FORMAT OF MATERIALS: ***Workbook***

III. COMMENTS

WHAT YOU MUST KNOW ABOUT AIDS is a succinct, factual manual of basic information about this disease. Written for Level II adult learners, the text is divided into three sections: "What is Aids?" "Transmitting Aids," and "Protection and Prevention."

The text is clear-cut and easy to digest. The brief and specific pretest is helpful.

This book is recommended for use in all classrooms for both its content value and its ability to generate student interest and discussion.

Readability level __ II, Grade 7 (Fry)

CHECKLIST FOR EVALUATING INSTRUCTIONAL MATERIALS

(*Strong - S* Adequate - ***A*** Weak - ***W*** Non-applicable - ***N/A***)

	S	A	W	N/A
GOALS AND OBJECTIVES				
1. Purpose and rationale fully explained	X			
2. Goals and objectives clearly identified		X		
3. Content directed to stated goals and objectives		X		
4. Procedures include ways to determine students' readiness		X		
5. Assessment of student achievement included	X			
VALIDITY				
6. Authors appear to be qualified	X			
7. Materials have been field-tested	X			
8. Evaluation of materials used	X			
CONTENT OF MATERIALS				
9. Concepts well developed and sequentially developed		X		
10. No confusing and/or conflicting concepts		X		
11. Skills sequenced, introduced and reviewed				X
12. Major points clearly identified	X			
13. Audio-visual elements integrated				X
14. Reading level is appropriate for student in this program		X		
15. Materials can be worked with independently or with minimum help	X			
16. Content will stimulate and challenge students		X		
OBJECTIVITY				
17. Information is factual	X			
18. No racial, sexual, or religious biases	X			
19. Portrayal of racial, religious, and ethnic groups, builds understanding, appreciation, and acceptance	X			
COMPONENTS AND ORGANIZATION				
20. Materials not too large, bulky or complex	X			
21. Materials are relatively easy to use	X			
22. Special inservice training is required				X
23. Materials are well designed and packaged		X		
24. Materials are reasonably priced	X			
TEACHER MATERIALS				
25. Adequate teacher guides or manuals provided				X
26. Provision for teacher-student interaction		X		
27. Suggestions and instructions for meeting needs of students of varying levels are included				X
28. Includes suggestions for related learning activities				X
SUMMARY AND RECOMMENDATIONS				
29. Materials would make a significant addition to the classroom	X			
30. Materials do what they are intended to do	X			
31. I recommend the purchase of these materials	X			

SOCIAL STUDIES

(Government, History)

Citizenship

MATERIAL EVALUATION

I. GENERAL INFORMATION

a) Name:	*FOUNDATIONS SOCIAL STUDIES*
b) Copyright Date:	*1993*
c) Price:	*$9.27*
d) Address:	*Contemporary Books, Inc.* *180 North Michigan Avenue* *Chicago, IL 60601* *Telephone: (800) 621-1918*
e) Value:	*This material is useful in both increasing knowledge in social studies and enhancing reading skills.*

II. FORMAT OF MATERIALS: *Workbook*

III. COMMENTS

The topics covered in this material are Behavioral Science, United States History, Political Science, Geography, and Economics. The reading skills incorporated in the presentation of the topics include: finding the main idea, determining cause and effect, sequencing thoughts, making references, finding directions, determining distance and interpreting historical maps and graphs.

The text is clear and appears to be accurate. The exercises that follow are well-written and concise. The included posttest can be further useful as the scores can be charted to clearly delineate strengths and weaknesses.

Readability level __ II, Grade 7 (Fry)

CHECKLIST FOR EVALUATING INSTRUCTIONAL MATERIALS

(Strong - S Adequate - A Weak - W Non-applicable - N/A)

	S	A	W	N/A
GOALS AND OBJECTIVES				
1. Purpose and rationale fully explained	x			
2. Goals and objectives clearly identified	x			
3. Content directed to stated goals and objectives	x			
4. Procedures include ways to determine students' readiness			x	
5. Assessment of student achievement included	x			
VALIDITY				
6. Authors appear to be qualified		x		
7. Materials have been field-tested				x
8. Evaluation of materials used				x
CONTENT OF MATERIALS				
9. Concepts well developed and sequentially developed		x		
10. No confusing and/or conflicting concepts		x		
11. Skills sequenced, introduced and reviewed		x		
12. Major points clearly identified		x		
13. Audio-visual elements integrated				x
14. Reading level is appropriate for student in this program		x		
15. Materials can be worked with independently or with minimum help		x		
16. Content will stimulate and challenge students		x		
OBJECTIVITY				
17. Information is factual		x		
18. No racial, sexual, or religious biases		x		
19. Portrayal of racial, religious, and ethnic groups, builds understanding, appreciation, and acceptance		x		
COMPONENTS AND ORGANIZATION				
20. Materials not too large, bulky or complex		x		
21. Materials are relatively easy to use		x		
22. Special inservice training is required				x
23. Materials are well designed and packaged		x		
24. Materials are reasonably priced	x			
TEACHER MATERIALS				
25. Adequate teacher guides or manuals provided				x
26. Provision for teacher-student interaction			x	
27. Suggestions and instructions for meeting needs of students of varying levels are included			x	
28. Includes suggestions for related learning activities			x	
SUMMARY AND RECOMMENDATIONS				
29. Materials would make a significant addition to the classroom		x		
30. Materials do what they are intended to do		x		
31. I recommend the purchase of these materials		x		

MATERIAL EVALUATION

I. GENERAL INFORMATION

a) Name:	MAPS, GLOBES, AND GRAPHS (BOOKS 1& 2)
b) Copyright Date:	1993
c) Price:	$5.93
d) Address:	Steck-Vaughn Company P. O. Box 26015 Austin, TX 78755 (800) 531-5015
e) Value:	This series teaches basic map reading skills.

II. FORMAT OF MATERIALS: Workbook (Series of Three)

III. COMMENTS

MAPS, GLOBES, GRAPHS is a three-book series with BOOK 1 concentrating on state and regions, BOOK 2 on the United States, and BOOK 3 on the world.

Were it not for the subtitle, "An Interactive Program for Adults," these workbooks would look very much like a child's 4th grade workbook. Although the content is appropriate, the format is not appropriate for adult learners. For example, several exercises in BOOK 2 ask the reader to color various sections of the globe. For this reason, MAPS, GLOBES, GRAPHS is not recommended for use in the adult classroom.

Readability level __ II, Grade 7 (Fry) - Book One (1)
Readability level __ II, Grade 8 (Fry) - Book Two (2)

CHECKLIST FOR EVALUATING INSTRUCTIONAL MATERIALS

*(Strong - **S** Adequate - **A** Weak - **W** Non-applicable - **N/A**)*

	S	A	W	N/A
GOALS AND OBJECTIVES				
1. Purpose and rationale fully explained		X		
2. Goals and objectives clearly identified		X		
3. Content directed to stated goals and objectives		X		
4. Procedures include ways to determine students' readiness				X
5. Assessment of student achievement included				X
VALIDITY				
6. Authors appear to be qualified				X
7. Materials have been field-tested				X
8. Evaluation of materials used				X
CONTENT OF MATERIALS				
9. Concepts well developed and sequentially developed				X
10. No confusing and/or conflicting concepts				X
11. Skills sequenced, introduced and reviewed				X
12. Major points clearly identified				X
13. Audio-visual elements integrated				X
14. Reading level is appropriate for student in this program		X		
15. Materials can be worked with independently or with minimum help		X		
16. Content will stimulate and challenge students			X	
OBJECTIVITY				
17. Information is factual	X			
18. No racial, sexual, or religious biases				X
19. Portrayal of racial, religious, and ethnic groups, builds understanding, appreciation, and acceptance				X
COMPONENTS AND ORGANIZATION				
20. Materials not too large, bulky or complex	X			
21. Materials are relatively easy to use	X			
22. Special inservice training is required				X
23. Materials are well designed and packaged			X	
24. Materials are reasonably priced	X			
TEACHER MATERIALS				
25. Adequate teacher guides or manuals provided	X			
26. Provision for teacher-student interaction				X
27. Suggestions and instructions for meeting needs of students of varying levels are included				X
28. Includes suggestions for related learning activities				X
SUMMARY AND RECOMMENDATIONS				
29. Materials would make a significant addition to the classroom			X	
30. Materials do what they are intended to do			X	
31. I recommend the purchase of these materials			X	

MATERIAL EVALUATION

I. GENERAL INFORMATION

a) Name: MAP SKILLS - THE WORLD

b) Copyright Date: 1993

c) Price: $3.60

d) Address: Steck-Vaughn Co.
P. O. Box 26015
Austin, TX 78755
Telephone: (800) 531-5015

e) Value: This text teaches basic map reading skills.

II. FORMAT OF MATERIALS: Workbook

III. COMMENTS

MAP SKILLS - THE WORLD, BOOK 3 of MAPS, GLOBES, AND GRAPHS SERIES is a thin workbook. It offers one to two-page lessons in reading a variety of maps and symbols and obtaining information from circle graphs, bar graphs and tables. There is a "Try It" exercise on each page to reinforce the lesson.

This workbook is weak in three areas. It does not encourage application of concepts beyond the exercises in the workbook. Secondly, there are no assessments, pretests, or posttests included. Finally, the "Try It" exercises do not appear to be sufficiently challenging for adults.

For these reasons, MAP SKILLS - THE WORLD is not recommended for use in the adult education classroom.

Readability level __ II, Grade 7 (Fry)

CHECKLIST FOR EVALUATING INSTRUCTIONAL MATERIALS

(Strong - S Adequate - *A* Weak - *W* Non-applicable - *N/A*)

	S	A	W	N/A
GOALS AND OBJECTIVES				
1. Purpose and rationale fully explained			x	
2. Goals and objectives clearly identified			x	
3. Content directed to stated goals and objectives			x	
4. Procedures include ways to determine students' readiness			x	
5. Assessment of student achievement included				x
VALIDITY				
6. Authors appear to be qualified		x		
7. Materials have been field-tested				x
8. Evaluation of materials used				x
CONTENT OF MATERIALS				
9. Concepts well developed and sequentially developed	x			
10. No confusing and/or conflicting concepts	x			
11. Skills sequenced, introduced and reviewed		x		
12. Major points clearly identified	x			
13. Audio-visual elements integrated				x
14. Reading level is appropriate for student in this program	x			
15. Materials can be worked with independently or with minimum help		x		
16. Content will stimulate and challenge students			x	
OBJECTIVITY				
17. Information is factual	x			
18. No racial, sexual, or religious biases				x
19. Portrayal of racial, religious, and ethnic groups, builds understanding, appreciation, and acceptance				x
COMPONENTS AND ORGANIZATION				
20. Materials not too large, bulky or complex	x			
21. Materials are relatively easy to use	x			
22. Special inservice training is required				x
23. Materials are well designed and packaged			x	
24. Materials are reasonably priced	x			
TEACHER MATERIALS				
25. Adequate teacher guides or manuals provided		x		
26. Provision for teacher-student interaction			x	
27. Suggestions and instructions for meeting needs of students of varying levels are included			x	
28. Includes suggestions for related learning activities			x	
SUMMARY AND RECOMMENDATIONS				
29. Materials would make a significant addition to the classroom			x	
30. Materials do what they are intended to do			x	
31. I recommend the purchase of these materials			x	

MATERIAL EVALUATION

I. GENERAL INFORMATION

a) Name: ***SPRINGBOARD FOR PASSING THE GED SOCIAL STUDIES TEST***

b) Copyright Date: ***1994***

c) Price: ***$6.95***

d) Address: ***Glencoe Division, Macmillan/McGraw-Hill***
936 Eastwind Drive
Westerville, OH 43081
Telephone: (404) 717-7422

e) Value: ***This text prepares the student to interpret questions on the GED Social Studies Test.***

II. FORMAT OF MATERIALS: ***Book***

III. COMMENTS

This text begins by offering excellent information about the GED Social Studies Test. It discusses coping skills for test anxiety and offers practical suggestions for passing the test. A Skills Survey is provided which can be used as a pretest. Each question is labeled as to the cognitive level; i.e, application, comprehension, analysis, or evaluation. Each lesson begins at a basic level by introducing a particular social studies topic and vocabulary. A short exercise follows which asks the student to restate or evaluate information.

The second section of each lesson introduces a thinking or reading skill. Finally, a section called "Try It Yourself" tests the student's understanding of the particular skill. The text provides excellent graphics and a variety of reading skills and test taking tips.

Readability level __ III, Grade 10 (Fry)

CHECKLIST FOR EVALUATING INSTRUCTIONAL MATERIALS

(Strong - S Adequate - *A* Weak - *W* Non-applicable - *N/A*)

	S	A	W	N/A
GOALS AND OBJECTIVES				
1. Purpose and rationale fully explained	X			
2. Goals and objectives clearly identified	X			
3. Content directed to stated goals and objectives	X			
4. Procedures include ways to determine students' readiness		X		
5. Assessment of student achievement included	X			
VALIDITY				
6. Authors appear to be qualified	X			
7. Materials have been field-tested				X
8. Evaluation of materials used				X
CONTENT OF MATERIALS				
9. Concepts well developed and sequentially developed		X		
10. No confusing and/or conflicting concepts		X		
11. Skills sequenced, introduced and reviewed	X			
12. Major points clearly identified		X		
13. Audio-visual elements integrated	X			
14. Reading level is appropriate for student in this program	X			
15. Materials can be worked with independently or with minimum help		X		
16. Content will stimulate and challenge students		X		
OBJECTIVITY				
17. Information is factual	X			
18. No racial, sexual, or religious biases		X		
19. Portrayal of racial, religious, and ethnic groups, builds understanding, appreciation, and acceptance		X		
COMPONENTS AND ORGANIZATION				
20. Materials not too large, bulky or complex	X			
21. Materials are relatively easy to use		X		
22. Special inservice training is required				X
23. Materials are well designed and packaged		X		
24. Materials are reasonably priced	X			
TEACHER MATERIALS				
25. Adequate teacher guides or manuals provided				X
26. Provision for teacher-student interaction	X			
27. Suggestions and instructions for meeting needs of students of varying levels are included			X	
28. Includes suggestions for related learning activities			X	
SUMMARY AND RECOMMENDATIONS				
29. Materials would make a significant addition to the classroom		X		
30. Materials do what they are intended to do		X		
31. I recommend the purchase of these materials		X		

MATERIAL EVALUATION

I. GENERAL INFORMATION

a) Name: YOU ARE HERE

b) Copyright Date: 1990

c) Price: $4.95

d) Address:
New Readers Press
Laubach Literacy International
P.O. Box 131
Syracuse, NY 13210
Telephone: (800) 448-8878

e) Value: This material provides instruction for introductory map reading and usage.

II. FORMAT OF MATERIALS: Workbook

III. COMMENTS

Designed for beginning adult readers, YOU ARE HERE provides practical guides to map reading, including symbols and various maps.

Students are taught to design their own maps. This skill provides the practical directions needed for students to draw maps to their own homes.

The concept of a map drawn to scale is explained clearly. The students involved in the field test especially liked the section on mapping out floor plans. They incorporated these skills when rearranging furniture in the classroom and at home. Due to the concrete, personal application of these skills, this text maintains the students' interest and thereby would be an asset to an adult education classroom.

Readability level __ I, Grade 3 (Fry)

CHECKLIST FOR EVALUATING INSTRUCTIONAL MATERIALS

(Strong - S Adequate - A Weak - W Non-applicable - N/A)

	S	A	W	N/A
GOALS AND OBJECTIVES				
1. Purpose and rationale fully explained		x		
2. Goals and objectives clearly identified		x		
3. Content directed to stated goals and objectives				x
4. Procedures include ways to determine students' readiness				x
5. Assessment of student achievement included		x		
VALIDITY				
6. Authors appear to be qualified		x		
7. Materials have been field-tested				x
8. Evaluation of materials used				x
CONTENT OF MATERIALS				
9. Concepts well developed and sequentially developed		x		
10. No confusing and/or conflicting concepts		x		
11. Skills sequenced, introduced and reviewed		x		
12. Major points clearly identified		x		
13. Audio-visual elements integrated				x
14. Reading level is appropriate for student in this program		x		
15. Materials can be worked with independently or with minimum help		x		
16. Content will stimulate and challenge students		x		
OBJECTIVITY				
17. Information is factual		x		
18. No racial, sexual, or religious biases		x		
19. Portrayal of racial, religious, and ethic groups, builds understanding, appreciation, and acceptance		x		
COMPONENTS AND ORGANIZATION				
20. Materials not too large, bulky or complex		x		
21. Materials are relatively easy to use		x		
22. Special inservice training is required				x
23. Materials are well designed and packaged		x		
24. Materials are reasonably priced	x			
TEACHER MATERIALS				
25. Adequate teacher guides or manuals provided				x
26. Provision for teacher-student interaction	x			
27. Suggestions and instructions for meeting needs of students of varying levels are included				x
28. Includes suggestions for related learning activities				x
SUMMARY AND RECOMMENDATIONS				
29. Materials would make a significant addition to the classroom		x		
30. Materials do what they are intended to do		x		
31. I recommend the purchase of these materials		x		

DIRECTORY OF PUBLISHERS

VIRGINIA ADULT EDUCATION & LITERACY RESOURCE CENTER

DIRECTORY OF PUBLISHERS
1994

ACADEMIC THERAPY
20 Commercial Boulevard
Novato, CA 94002
(800) 422-7249
FAX: (415) 883-3720

ACTIVE LEARNING CORPORATION
P.O. Box 254
New Paltz, NY 12561
(914) 255-0844

ADDISON-WESLEY PUBLISHING GROUP
Kingsbourne House
(071) 405-4017
229/231 High Holborn
London, WC1V7DA
FAX: (071) 404-5036

ABLEST PLUS
Division David S. Lake Publishers
500 Harbor Boulevard
Belmont, CA 94002

ALEMANY PRESS
2501 Industrial Parkway, W.
Hayward, CA 94545
(800) 227-2375
(451) 887-7070

CONTEMPORARY BOOKS
180 North Michigan Ave.
Chicago, IL 60641
(301) 381-9511
(800) 621-1918

BARRON'S
250 Wireless Blvd.
Hauppauge, NY 11788
(800) 645-3476

CAMBRIDGE UNIVERSITY PRESS
40 West 20th Street
New York, NY 11788
(212) 924-3900
(800) 431-1580

CAREER PUBLISHING, INC.
910 North Main St.
P.O. Box 5486
Orange, CA 92667
(800) 854-4014

CASTLE PRESS
516 N. Fair Oaks Avenue
Pasendena, CA 91103

CHASELLE, INC.
9845 Gerwig Lane
Columbia, MD 21046-1598
(3101) 381-9511

CLIFF NOTES, INC
P.O. Box 90728
Lincoln, NE 68501

CONTINENTAL PRESS
520 East Bainbridge Street
Elizabethtown, PA 17022
(800) 233-0759

CRISP PUBLICATIONS, INC.
95 First Street
Los Altos, CA 94022
(415) 949-4888
Fax: (415) 949-1610

CURRICULUM ASSOCIATES
5 Esquire Road
N. Billerica, MA 01862-2589
(508) 667-8000
Fax: (508) 667-5706

DAVID S. LAKE PUBLISHERS
500 Harbor Boulevard
Belmont, CA 94002

DELMAR PUBLISHERS,INC.
2 Computer Drive West
Box 15-015
Albany, NY 12212
(518) 459-1150

DEPARTMENT OF MOTOR VEHICLES
2300 West Broad Street
Richmond, VA 23221
(800) 223-8782

DOMINIE PRESS
Canadian Division of Alemany Press

EDL
P.O. Box 210726
Columbia, SC 29221
(800) 227-1606

EDUCATIONAL ACTIVITIES, INC.
P.O. Box 392
Freeport, NY 11520
(800) 645-3739

EDUCATIONAL DESIGN, INC.
47 West 13th Street
New York, NY 10011
(800) 221-9372

EDUCATIONAL PRODUCTS
Corporate Building, Suite 336
1000 Centerville Turnpike
Virginia Beach, VA 23463

EDUCATIONAL TESTING SERVICE
Rosedale Road
Princeton, NJ 08541-6000
(609) 921-9000

ENTRY PUBLISHING CO.
27 W. 98th Street
New York, NY 10025
(212) 662-9703

FEARON/JANUS/QUERCUS
500 Harbor Boulevard
Belmont, CA 94002
(415) 592-7810
FAX: (415) 595-8143

FINANCIAL LITERACY ACTION CENTER
20380 Town Center La., Suite 230
Cupertino, CA 95014
(408) 274-1659

FOLLETT PUBLISHING CO.
1000 West Washington Road
Chicago, IL 50507
(312) 666-5856

GATEWAY EDUCATIONAL PRODUCTS
1050 West Katella Avenue, Suite D
Orange, CA 92667
(800) 544-READ

GLENCOE/MACMILLIAN/MCGRAW-HILL
P.O. Box 508
Columbus, OH 43216
(800) 334-7344
FAX: (614) 860-1877

GULF PUBLISHING COMPANY
P.O. Box 2606
Houston, TX 77001
(713) 529-4301

HARCOURT BRACE JOVANOVICH, INC.
757 Third Avenue
New York, NY 10017

HARPER AND ROW PUBLISHERS, INC.
10 East 53rd Street
New York, NY 10022
(212) 207-000

HARTLEY COURSEWARE, INC.
133 Bridge Street
P.O. Box 4190
Dimondale, MI 48821
(517) 646-6458

HEINLE & HEINLE PUBLISHERS
20 Park Plaza
Boston, MA 02116
(800) 354-9708

HOLT, RINEHART, WINSTON
1230 Ave. of the Americas
New York, NY 10020
(212) 698-7000
(800) 223-2348

INTERNATIONAL READING ASSN.
800 Barksdale Road
P.O. Box 8139
Newark, DE 19714-8139
(302) 731-1600

JAMESTOWN PUBLISHERS INC.
P.O. Box 9168
Providence, RI 02940
(401) 351-1915
(800) 872-7323

JANUS BOOK PUBLISHERS, INC.
2501 Industrial Parkway West
Department F
Haywood, CA 95445

JOSSEY-BASS
350 Sansome Street
San Francisco, CA 94104-1310
(415) 433-1767

JOSTENS LEARNING CORPORATION
6170 Cornerstone Court East
San Diego, CA 92121-3710
(800) 548-8372

KENTUCKY EDUCATIONAL TELEVISION
2230 Richmond Road
Suite 213
Lexington, KY 40502-1311
(800) 354-9067

LITERACY VOLUNTEERS OF AMERICA
Widewaters One Office Building
5795 Widwaters Parkway
Syracuse, NY 13214
(315) 445-8000

LITERACY VOLUNTEERS OF NEW YORK CITY
121 Avenue of the Americas
New York, NY 10013

LONGMAN PUBLISHING GROUP
95 Chruch Street
White Plains, NY 10601-1566
(800) 447-2226

McGRAW-HILL BOOK COMPANY
Princeton Road
Highstown, NJ 08520
1-800-334-7344

MAXWELL MACMILLAN INTERNATIONAL PUBLISHING GROUP
ESL/EFL Department
866 Third Department
New York, NY 10022
(212) 702-2000

NATIONAL TEXTBOOK COMPANY
4255 West Touhy Avenue
Chicago, IL 60646-1975
(800) 334-7344

NEWBURY HOUSE PUBLISHERS
10 East 53rd Street
New York, NY 10022
(800) 782-2665

NEW READERS PRESS
1320 Jamesville Avenue
Box 131
Syracuse, NY 13210
(800)448-8878 (315) 422-6369

NEWSWEEK
444 Madison Avenue
New York, NY 10022
(212) 350-4000

NIGHTINGALE CONANT
7300 North Lehigh Avenue
Niles, IL 60714
(800) 323-3938
Fax: (706) 647-7145

OXFORD UNIVERSITY PRESS
200 Madison Alley
New York, NY 10016
(800) 542-2442

PACE LEARNING, INC.
P.O. Box 020938
Tuscaloosa, AL 35402-0928

PARADIGM PUBLISHING INTERNATIONAL
44 Linden Street
Brookline, MA 02146
(617) 738-4664

PASSPORT BOOKS
4255 W. Touhy Avenue
Lincolnwood, IL 60646
(312) 679-5500

PENDERGRASS PUBLISHING CO
P.O. Box 66
Phoenix, NY 13135
(315) 695-7261

PEIFFER & COMPANY
8517 Production Avenue
San Diego, CA 92121-2280
(800) 274-4434
Fax: (619) 578-2042

PHOENIX LEARNING RESOURCES
468 Park Avenue South
New York, NY 10016
(800) 221-1274

PITMAN LEARNING, INC.
19 Davis Drive
Belmont, CA 94002

PRACTICAL PSYCHOLOGY PRESS
P.O. Box 535
Portland, OR 97207

PRENTICE-HALL REGENTS
113 Sylvan Avenue, Route 9W
Englewood Cliffs, NJ 07632
(800) 922-0579

ROSEN PUBLISHING
29 East 21st. Street
New York, NY 10010
(212) 777-3017

QUEUE/INTELLECTUAL SOFTWARE
338 Commerce Drive
Fairfield, CT 06430
(800) 232-2224

RANDOM HOUSE
Microcomputer Courseware
400 Hahn Road
Westminister, MD 21157
(800) 638-6460

SCHOLASTIC TESTING SERVICE
480 Meyer Road
Bensenville, IL 60106-1617
(708) 766-7150
Fax: 708-766-8054

SCOTT, FORESMAN AND COMPANY
1900 East Lake Avenue
Glenview, IL 60025-9881
(800) PUB-BOOK

SOCIETY FOR VISUAL EDUCATION, INC.
1345 Diversey Parkway
Chicago, IL 60614

SOUTH-WESTERN PUBLISHING CO.
5101 Madison Road
Cincinnati, OH 45227
(800) 543-7972
Fax: 513-527-6328

STECK-VAUGHN COMPANY
P.O. Box 26015
Austin, TX 78755
(800) 531-5015
Fax 512-343-6854

TEACHERS COLLEGE PRESS.,
1234 Amsterdam Avenue
New York, NY 10027
(212) 678-3929

TESOL
1600 Cameron Street, Suite 300
Alexandria, VA 22314-2751 USA
(703) 836-0774

THE KENTUCKY NETWORK
600 Cooper Drive
Lexington, KY 40502

TIME-LIFE VIDEO
1271 Avenue of the Americas
New York, NY 10020
(212) 522-5940

TUTORSYSTEMS
Woodmill Corporate Center
5153 West Woodmill Dr., Suite 18
Wilmington, DE 19808
(800) 545-7766

UNIVERSITY OF PITTSBURGH PRESS
Pittsburgh, PA 15260

WILLIAMS-WILLIAMS PUBLISHING
P.O. Box 2672
Menlo Park, CA 94026